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ABSTRACT

This grammar handbook analyzes the rules of Solomon Islands Pijin and provides exercises on them. It is divided into 24 lessons. The first part of each lesson is a description of some element or function of the language, with examples; the second part is made up of oral and written exercises. The volume concludes with appendices on the personal and indefinite pronouns, interrogative words, and some time markers. (AMH)

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SOLOMON ISLANDS

PIJIN

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Grammar Handbook

by Thom Huebner and Stephen Rex Horoi

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The series includes language materials in Belizean Creole, Kiribati, Mauritanian Arabic, Setswana, Solomon Islands Pijin, Sudanese Arabic and Tanzanian Swahili.

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SOLOMON ISLANDS PIJIN

GRAMMAR HANDBOOK

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The funding for these books was provided by a grant from the Peace Corps to The Experiment in International Living. I am grateful to the Peace Corps for recognizing a need for these materials, to Paul Krause for recommending me for the job, and to the people at The Experiment in Vermont who have made working on this project a pleasure. I would especially like to thank Ray Clark for his able direction, Susan McBean and Andy Burrows for their patience and support, and the other six writers on the project for the ideas they shared with me. This latter group includes Steve Trussel, Annie Hawkinson, Jon Dayley, Dave Hopkins, Steve Hanchey, and Tim Francis.

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Upon my arrival in the Solomon Islands, Ann Marshall, co-director of the Peace Corps arranged for me to meet with people there concerned with Pijin and language policies. Francis Labu was kind enough to let me look at his translation of T.E. Dutton's Conversational New Guinea Pidgin.

Marion Clark is responsible for introducing me to the co-author of these books, Rex Horoi, and for encouraging him to work with me on them. Daniel Maeke, the Permanent Secretary of the Ministry of Education and Training, generously granted Rex a leave of absence from his teaching responsiblities so that he might participate in this project.

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Ron Campbell, training project coordinator for the Peace Corps group which trained in the fall of 1978, compiled a pamphlet entitled Resource Directory for the Solomon Islands, which was used as the basis for many of the follow-up activities in The Communication and Culture Handbook. The trainees during that program and many of the volunteers who were in the country at that time were very candid in telling of their reactions to their own Pijin courses, of the cross cultural and linguistic difficulties they had had, and of what they would like to see in a new course.

Back in Honolulu, Bob Gibson and Bonnie Davis of the Pacific Area Language Materials Development Project of the University of Hawaii and Ken Rehg and Rick Jackson of the Bilingual Education for the Trust Territories Project of the University of Hawaii were very helpful in showing me how to avoid some of the pitfalls in work of this kind. In addition, Bob and Bonnie were responsible for finding me the excellent illustrators who worked on the project.

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Illustrators Calvin Fujioka and Eric Woo, whose skill at their profession you can judge for yourselves, provided all of the illustrations for The Special Skills Handbook and some of the illustrations for the other two books. Pat Moran of The Experiment in International Living did the lion's share of the illustrations in The Communication and Culture Handbook.

Typists Thomas Furrie and Karen Dorst worked very hard preparing the many drafts of the manuscripts. Nancy Hendricks, Lisa Forrett, and Susan Leuchter typed the preliminary texts for field testing and Lisa and Susan saw the project through to the final typing of the manuscript. Needless to say, typing the drafts and texts was a challenging task involving many many revisions. A thousand thanks for their patience and skill.

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Solomon Islands Pijin

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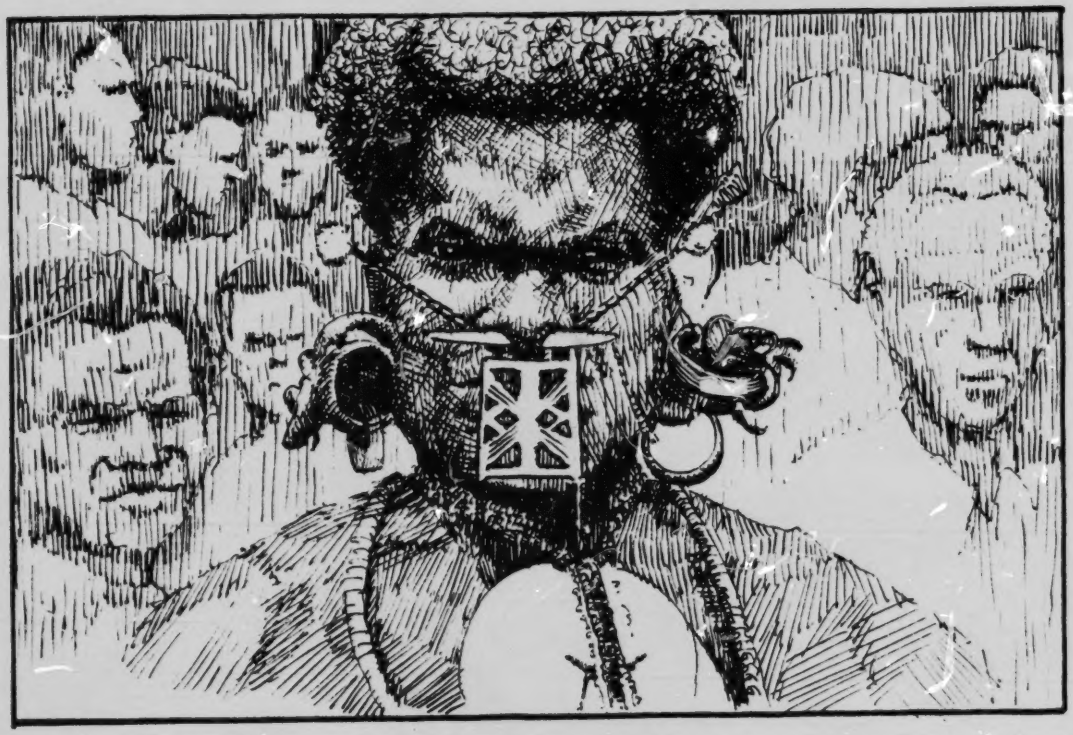


PRONUNCIATION

Lesson One

1.1 Vowel Sounds

Pijin can be described as having five vowels. These are shown in the chart below:

	FRONT	BACK
HIGH	i	u
	e	o
LOW	a	

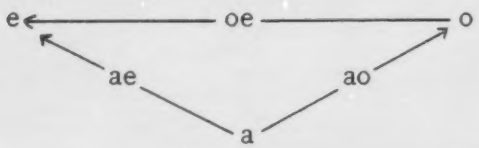
Examples of these sounds are:

PIJIN SOUND	CLOSE ENGLISH SOUND	PIJIN EXAMPLES	
a	f<u>a</u>ther	sapa mamana	'evening' 'front'
e	b<u>a</u>by	seksek rere	'to be afraid' 'to prepare'
i	w<u>ee</u>k	pikinini kilim	'child' 'to hit'
o	b<u>oa</u>t	fokona popo	'rectangular' 'papaya'
u	m<u>oo</u>n	susu kurukuru	'breast, milk' 'pigeon'

Pronunciation

1.2 Diphthongs

In addition to the five vowels mentioned above, there are at least three diphthongs in Pijin. A diphthong is a combination of two vowels or a sound that begins as one vowel sound and ends as another. The three diphthongs in Pijin are ae, ao, and oe.



Examples of these sounds are:

PIJIN SOUND	CLOSE ENGLISH SOUND	PIJIN EXAMPLES	
ae	buy	daedae haelemae	'to be in love with' 'person from Ontong Java'
ao	town	kaon raosem	'debt' 'to scold'
oe	boy	boe joen	'adolescent' 'to join'

1.3 Consonant Sounds

While there is some variation in the number of consonant sounds in Pijin, depending on the speaker and the dialect spoken, Pijin can be said to have the following eighteen consontants:

PIJIN SOUND	CLOSE ENGLISH SOUND	PIJIN EXAMPLES	
p	people	pasel apem stap	'package' 'to raise' 'to be, stay, remain'
b	baby	baero rabis krab	'pen' 'no good' 'crab'
t	total	tambu wataem purubut	'forbidden' 'when' 'to step on'
d	dedicated	dak fidim nogud	'unclear' 'feed' 'bad'
k	cook	kago neka sek	'goods' 'greens' 'to be surprised'
g	goggles	giaman Sagabo baeleg	'lie' 'Gilbertese' 'to walk'
j	judge	jonson jajem brij	'outboard motor' 'to judge' 'bridge'
f	falsify	fas mifala naf	'stuck' 'us' 'enough'
v	vivacious	volkeno havem sev	'volcano' 'to put on' 'to keep'

Pronunciation

s	sister	sanbis nusam pofis	'shore' 'unsophisticated person' 'dolphin'
h	heavy	hatem gohed	'to scold' 'to proceed'
l	little	lusim waeles famol	'to leave' 'radio' 'tractor'
r	revelry	resis sikarap	'to hurry' 'bush'
m	mermaid	mere tameo grisim	'woman' 'ax' 'to flatter'
n	nylon	naelon daonem beleran	'fish line' 'to lower' 'diarrhea'
ng	singing	singa string	'sewing machine' 'fiber'
y	yoyo	yumi	'us'
w	wear	waswe tuwet	'why' 'wet'

Although the vowels listed on the chart on page 3 are close to the English sounds listed, the English vowels /e, i, o, u/ are diphthongized (phonetically ei, iy, ow, and uw, respectively), whereas the Pijin vowels are pure.

In Pijin, the sounds /p, t, k/ at the beginning of words and syllables are usually pronounced with less aspiration (that is, with a less forceful puff of air) than in English.

The Pijin /v/ is less tense than the English /v/.

The Pijin /r/ is quite different from the English /r/. It is made with the tongue hitting the roof of the mouth as it is flapped back. Because of the way it is made, this type of /r/ is called a flap.

1.4 Variations

As you listen to Pijin speakers from different parts of the Solomons, you will hear a lot of variation in the pronunciation of Pijin. This variation is a result, in part, of the different first languages of the Pijin speakers and of the amount of English these speakers know.

1.4.1 Variation Due to Native Language

Not all Pijin speakers use all of the above consonant sounds. If a Solomon Islander doesn't have one of the above sounds in his/her native language, it is quite probable that he/she won't use it in Pijin either, but instead will substitute another sound for it. Some of the more common substitutions you will hear are:

SUBSTITUTION	EXAMPLE	SUBSTITUTION	EXAMPLE
b ⟶ p	barava	w ⟶ ngw	wil
b ⟶ mb	baebae	f ⟶ b	fis
d ⟶ t	dak	f ⟶ p	finis
d ⟶ nd	padol	j ⟶ s	ja
g ⟶ k	dog, gwava	j ⟶ di	Jo
g ⟶ ngg	gogo	l ⟶ r	liu
v ⟶ f	riva	r ⟶ l	rabis
v ⟶ b	ova	r ⟶ d	garem
v ⟶ w	kawara	f ⟶ h	bifoa

In addition to these substitutions, many Pijin speakers will insert a vowel between each consonant in a consontant cluster (a group of consontants) or at the end of words which end in consonants.

Example: gras ⟶ garasi 'grass'

Pronunciation

1.4.2 Variation Due to Knowledge of English

The vast majority of words in Pijin are borrowed from English and are given a Pijin pronunciation. Because of this, the degree to which a Pijin speaker knows English will also influence his/her pronunciation of Pijin. The more fluent English speakers are more likely to give English pronunciations to words when speaking Pijin. If you are a fluent English speaker, this is also true of your pronunciation of Pijin. Try to speak Pijin as you hear it spoken by Solomon Islanders. Listed below are English sounds which are not normally found in Pijin, together with the most common substitutions for them in Pijin.

ENGLISH SOUND	becomes	PIJIN SOUND	EXAMPLE	ENGLISH ORIGIN
ch	⟶	s	tisa sea mas	'teacher' 'chair' 'much'
ch	⟶	si	sios	'church'
sh	⟶	s	sot bus masin	'short' 'bush' 'machine'
th (θ)	⟶	s	maos	'mouth'
th (θ)	⟶	t	torowe ating andanit	'throw away' 'I think' 'underneath'
th (ð)	⟶	d	deswan	'this one'
th (ð)	⟶	r	nara	'another'
the (ð)	⟶	t	brata	'brother'

ENGLISH SOUND	becomes	PIJIN SOUND	EXAMPLE	ENGLISH ORIGIN
z	⟶	s	resa	'razor'
r # (at the end of words)	⟶	a	mata soa faea	'matter' 'shore' 'fire'
r	⟶	ϕ	bon fastaem	'born' 'first time'

When a word is borrowed into Pijin from English many final consonant clusters (groups of consontants at the ends of words) are simplified. Usually the first of two or more final consonants in a word will remain while the others are dropped. Some examples are:

and	becomes ⟶	an
government		gavman
last		las
lamp		lam

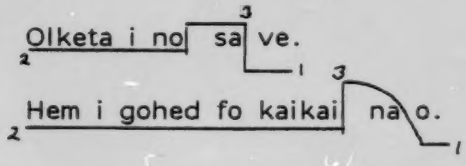
Pronunciation

1.5 Intonation

Intonation refers to the modulations in the pitch of the voice- rising, falling, steady - as a sentence is uttered. As with every other aspect of Pijin, intonation is distinctive and somewhat different from English. Therefore you should listen carefully to Pijin speakers and try to imitate their intonation as accurately as you can.

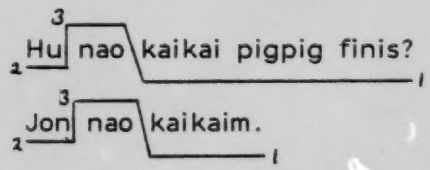
One common intonation pattern for declarative sentences starts at mid level (2), rises to a high level (3) on the last stressed syllable and then falls to a low level (1).

Examples:



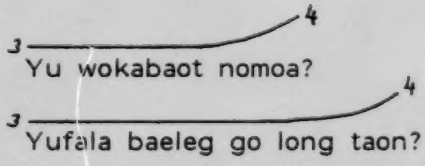
Another common intonation pattern is one used for emphasis. In a sentence of this kind, the high pitch is placed on the word nao following the part of the sentence the speaker wants to emphasize.

Examples:



In Pijin, intonation is, in many cases, the only marking for a yes/no question. In yes/no questions, the sentence starts at a slightly higher than average pitch. This pitch is maintained until the end of the sentence, at which point it rises to a very high (4) pitch.

Examples:



Finally, when there is a topicalized element (see Lesson 2, section 2.1.2 and Lesson 3, section 3.2) in the sentence, the sentence is usually broken into two intonation contours, one ending at the end of the topic and the other for the rest of the sentence.

SENTENCE TYPE ONE: INTRANSITIVES

Lesson Two

2.1 Basic Word Order

Read the following sentences:

1	a.	Hem i ranawe.	'He has run away.'
	b.	Susana i save.	'Susan knows.'
	c.	Olo man i giaman.	'The old man lied.'

Notice a few things about these sentences:

a. each has a subject and a verb;
b. the subject comes before the verb;
c. there is an i between the subject and the verb;
d. tense (i.e., present, past, etc.) is not marked.

Many sentences in Pijin express the idea that someone or something (an actor) performs an action (i.e., Hem i ranawe! 'He ran away!') or that someone or something (an experiencer) experiences a state (i.e., Hem i save. 'He knows.') The normal word order for these sentences is SUBJECT-VERB. These are commonly called intransitive sentences. Notice the following sentences.

		SUBJECT	PM	VERB
1	a.	Hem	i	ranawe.
	b.	Susana	i	save.

Sentence Type One: Intransitives

2.1.1 Predicate Marker i

The i between the subject and verb in the above sentences is a predicate marker and marks the beginning of the verb phrase.

It occurs optionally when the subject is second or third person (i.e., yu, yufala, etc.) (i.e., hem, olketa, etc.) or first person plural (i.e., mifala, etc.) There apparently is no difference in meaning between the (a) and (b) varieties of the following sentences.

2 a. Hem i ranawe. 'He ran away.'
b. Hem ranawe.

3 a. Jon an Rut i save. 'John and Ruth know.'
b. Jon an Rut save.

4 a. Yufala i wokabaot. 'You (pl.) walked.'
b. Yufala wokabaot.

5 a. Mifala i kam. 'We came.'
b. Mifala kam.

The predicate marker is never used with first person singular.

6 a. Mi go. 'I went.'
b. *Mi i go.[1]

NOTE: [1]The sign "*" before a sentence, clause, phrase, or word in Pijin indicates that this is not an acceptable form. It is ungrammatical in Pijin.

2.1.2 Double Subjects

Compare the sentences in 7 with those in 8:

7 a. Jon i save. 'John knows.'
b. Dog i dae. 'The dog has died.'
c. Olo mere i giaman. 'The old woman lied.'

Sentence Type One: Intransitives

8 a. Jon hem i save. 'As for John, he knows.'
b. Dog hem i dae. 'As for the dog, it has died.'
c. Olo mere hem i giaman. 'As for the old woman, she lied.'

Notice the addition of the pronoun hem ('he, she, it') in the sentences in 8.

It is quite common in Pijin to repeat the subject for emphasis, that is, to place it outside the sentence and use a pronoun in its place within the sentences. These are sometimes called double subjects or topicalized subjects.

	TOPIC	SUBJECT	PM	VERB
7 a.		Jon	i	save.
8 a.	Jon	hem	i	save.

The translations for the sentences in 8 aren't exactly accurate, since sentences of this type are used much more frequently in Pijin than they are in English. The exact conditions under which this type of sentence occurs in Pijin have not been thoroughly described.

2.2 Negatives: no, nating 'not'

Now look at the following sets of sentences:

9 a. Rut i save. 'Ruth knows.'
b. Mi wokabaot. 'I'm walking.'

10 a. Rut i nating save. 'Ruth doesn't know.'
b. Mi no wokabaot. 'I'm not walking.'

Sentences are negated by inserting no or nating after the predicate marker i. Where predicate markers do not occur, no or nating occurs between the subject and the verb.

	SUBJECT	PM	NEGATIVE	VERB
10 a.	Rut	i	nating	save.
b.	Mi		no	wokabaot.

Sentence Type One: Intransitives

2.3 Yes/No Questions

2.3.1 Intonation

Compare the sentences in 11 with questions in 12:

11	a.	Jon hem i save.	'John knows.'
	b.	Yufala ranawe.	'You (pl.) ran away.'
	c.	Jon an Rut tufala i kam.	'John and Ruth are coming.'
12	a.	Jon hem i save?	'Does John know?'
	b.	Yufala ranawe?	'Did you (pl.) run away?'
	c.	Jon an Rut tufala i kam?	'Are John and Ruth coming?'

Questions which can be answered with "yes" or "no" in Pijin (ya/yes and nomoa) can be formed by using a rising question intonation, and no other marking, for example the sentences in 12:

	TOPIC	SUBJECT	PM	VERB (rising intonation)
12 a.	Jon	hem	i	save?
b.		Yufala		wokabaot?
c.	Jon an Rut	{olketa / tufala}[2]	i	kam?

NOTE: [2]These brackets mean that either form is acceptable. In this case, the form used apparently depends on the dialect of Pijin spoken. For further explanation, see Lesson 5.

Another way to form a yes/no question is to add a final question particle, such as ia, to the end of a sentence, again with a rising intonation.

	TOPIC	SUBJECT	PM	VERB	QUESTION PARTICLE
13.	Jon an Rut	tufala	i	kam	ia?

2.3.2 Answers

Now read this exchange between two people:

14 a.	Jon an Rut i kam?	'Did John and Ruth come?'
b.	Yes, tufala i kam.	'Yes, they did.'
c.	Nomoa, tufala i no kam.	'No, they didn't.'

Questions of the above type are answered with ya/yes ('yes') or nomoa ('no') or some equivalent phrase (i.e., Hem nao! 'That's right!'). The sentence may or may not be repeated.

	ANSWER	SUBJECT	PM	NEG	VERB
14 b.	Ya,	tufala	i		kam.
c.	Nomoa,	tufala	i	no	kam.

2.3.3 Negative Questions

Notice the differences between the following two sets of exchanges.

15 a.	Jon an Rut tufala i kam ia?	'Did John and Ruth come?'
b.	Yes, tufala i kam.	'Yes, they did.'
c.	Nomoa, tufala i no kam.	'No, they didn't.'
16 a.	Jon an Rut tufala i no kam ia?	'Didn't John and Ruth come?'
b.	Yes, tufala i no kam.	'No, they didn't.'
c.	Nomoa, tufala i kam.	'Yes, they did.'

Yes/no questions of the type described in 2.3.1 can be made negative by inserting no or nating after the predicate marker or between the subject and the verb when there is no predicate marker.

	TOPIC	SUBJECT	PM	NEG	VERB	TAG
17 a.	Jon	hem	i	no	kam	ia?
b.		Yu		no	save	ia?

Sentence Type One: Intransitives

In answering negative questions, the speaker either agrees or disagrees with the proposition being questioned. This is quite different from languages like English, in which the answer agrees with the response. (As Pete Lincoln has pointed out, in Pijin the old line "Yes, we have no bananas." isn't funny.)

NEGATIVE QUESTION

16 a. Jon an Rut tufala i no kam ia?

	ANSWER	SUBJECT	PM	NEG	VERB
16 a.	Ya,	tufala	i	no	kam.
b.	Nomoa,	tufala	i		kam.

a. 'No, they didn't.'
b. 'Yes, they did.'

One way to relieve the confusion is to think of the ya and nomoa in 16 above as 'That's right.' and 'That's not right.' respectively. Therefore, Ya, hem no save. might be glossed as 'That's right. He doesn't know.' and Nomoa, hem i save. as 'That's not right. He knows.'

2.4 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Jon hem i ranawe.

1. Dog
2. Mere
3. Bulumakao
4. Pigpig
5. Pikinini
6. Kokorako
7. Krangge man
8. Olo woman
9. Gele
10. Boe

Exercise 2: Single-Slot Substitution Drill

Jon hem i ranawe.

1. sidaon.
2. giaman.
3. krae.
4. seksek.
5. spel.
6. toktok
7. laea.
8. kat kros.
9. bulsit.
10. kam.

Exercise 3: Double-Slot Substitution Drill

Jon hem i ranawe.

1. Kokorako
2. sidaon.
3. krae.
4. Pikinini
5. toktok.
6. Gele
7. bulsit.
8. Mere
9. Krangge man
10. seksek.

Sentence Type One: Intransitives

Exercise 4: Expansion Drill

Make double subjects by adding either hem, tufala or olketa to the following sentences.

EXAMPLE: Teacher: Jon i ranawe.
Student: Jon hem i ranawe.

1. Jon i ranawe.
2. Jon an Susana i save.
3. Olo man i toktok.
4. Tufala pikinini i krae.
5. Faevfala wakaman i spel.
6. Jo i seksek.
7. Trifala pigpig i dae.
8. Pita i giaman.
9. Wanfala man i sidaon.
10. Mere blong hem i slip.
11. Samfala dog i ranawe.

Exercise 5: Transformation Drill

Change the following sentences to negative, adding no.

EXAMPLE: Teacher: Dadi hem i toktok.
Student: Dadi hem i no toktok.

1. Dadi hem i toktok.
2. Mi seksek.
3. Gele hem i toro aot.
4. Yu bulsit.
5. Wakaman olketa i spel.
6. Bulumakao i ranawe.
7. Hem i giaman.
8. Tisa hem i sidaon.
9. Olketa i kam.
10. Mi krae.
11. Jo hem i slip.
12. Krangge man i singsing.

Sentence Type One: Intransitives

Exercise 6: Utterance/Response Drill

Answer the question with either nomoa or yes/ya and a full sentence.

EXAMPLE: Teacher: Mere hem i ranawe? Nomoa
Student: Nomoa. Hem i no ranawe.

1.	Mere hem i ranawe?	Nomoa
2.	Kokorako dae?	Ya
3.	Pikinini krae?	Ya
4.	Gele toro aot?	Nomoa
5.	Dogi sidaon?	Ya
6.	Wakaman spel?	Nomoa
7.	Krangge man singsing?	Nomoa
8.	Bulumakao slip?	Ya
9.	Tisa giaman?	Ya
10.	Bigman toktok?	Nomoa
11.	Boe laea?	Nomoa
12.	Jaek bulsit?	Nomoa

Exercise 7: Utterance/Response Drill

Answer all of the following negative questions in the affirmative. That is, you show that you agree with what the questioner says in them by beginning your answer with yes and repeating the sentence underlying his question.

EXAMPLE: Teacher: Olketa i no save, ia?
Student: Yes, olketa i no save.

1. Olketa i no save, ia?
2. Desfala man hem i no kam astade, ia?
3. Olketa i no sidaon, ia?
4. Yu no krae, ia?
5. Yufala no kam, ia?
6. Olketa i no dae, ia?
7. Desfala gele hem i no go yet, ia?
8. Olketa i no wosip, ia?
9. Belo hem i no ring, ia?
10. Yufala no giaman, ia?

Sentence Type One: Intransitives

Exercise 8: Utterance/Response Drill

Now answer the same questions in the negative. That is, you show that you disagree with what the questioner says by beginning your answer with nomoa and repeating the sentence underlying his question without the negative no.

Exercise 9: Question/Answer Drill

Answer the following questions:

1. Yu kam hia las naet?
2. Yu no slip nao, ia?
3. Hem i no giaman, ia?
4. Yu wokabaot astade?
5. Yu no sidaon nao, ia?
6. Belo hem i no ring nao, ia?
7. Yu ranawe tumora?
8. Hem i no bulsit, ia?
9. Yu krae las naet?
10. Yu no seksek nao, ia?

Sentence Type One: Intransitives

2.5 Written Exercises

Exercise 1: Translation Exercise

Translate the following sentences from English into Pijin.

1. Joseph laughs a lot.
2. Ruth works at the office.
3. The boy told a lie.
4. Two dogs died.
5. He drives too.
6. They are happy.
7. The child is crying.
8. Joe and Billy are eating.
9. Michael is afraid.
10. Yesterday, Lamia was sick.
11. I am taking a little rest.
12. Susan vomited this morning.

Sentence Type One: Intransitives

Exercise 2: Scrambled Sentences

Arrange the following words to make complete and grammatical Pijin sentences.

1. hem, i, bulumakao, ranawe

2. pikinini, i, hem, no, krae

3. toktok, bigman, i, hem

4. tufala, gele, singsing, tufala, i

5. kokorako, wanfala, dae, i

6. man, waka, desfala, i, hem

7. kam, nomoa, olketa, no, i

8. fising, yu, go, o, nomoa, naet, las

9. sidaon, yu, ia, sea, long

10. ia, tisa, i, hem, sik

11. dogi, sing, aot, samfala, i

12. ring, belo, i, hem, o, nomoa

SENTENCE TYPE TWO: TRANSITIVES

Lesson Three

3.1 The Use of -em and -im

Compare the following sentences:

1 a.	Mere hem i ranawe.	'The woman ran away.'
b.	Bos hem i spel.	'The boss rested.'
c.	Pikinini hemi i plei.	'The child is playing.'
2 a.	Jo hem i raetem leta.	'Joe is writing a letter.'
b.	Mi lanem Pijin nao.	'I'm learning Pijin now.'
c.	Franses i kaikaim raes.	'Francis is eating rice.'

The sentences in 1 are the type studied in Lesson Two. The sentences in 2 are new. Notice the differences between the two types.

In the second type, the subject is doing something to someone or something (i.e., leta, raes). Notice, too, that all of the verbs in the second group of sentences end in -im, -em, or -m. This is sometimes called an object marker, or transitive marker, and it tells you that this verb normally takes an object.

	TOPIC	SUBJECT	PM	VERB	TM	OBJECT
1 a.	Mere	hem	i	ranawe.		
2 a.	Jo	hem	i	raet	-em	leta.

Sentences of the second type are called transitive sentences.

Sentence Type Two: Transitives

3.2 Word Order

Although the usual word order for sentences of this type is that shown above, it is not uncommon to have the object mentioned first if it is emphasized or contrasted with someone or something else:

4. Wanfala pikinini, mi lukim. 'I saw a child.'

5. Popo mi kai kaim. 'I ate a papaya.'

In the sentence of this kind, there is usually a pause between the mention of the object and the rest of the sentence.

	OBJECT-TOPIC	SUBJECT	VERB	TM
4.	Wanfala pikinini	mi	luk	-im.

Sentence Type Two: Transitives

3.3 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Desfala mere kaikaim kokorako.

1.	kilim	5.	korongisim	9.	lukaotem
2.	boelem	6.	busarem	10.	fidim
3.	bonem	7.	motum	11.	raosem
4.	hotem	8.	kukim	12.	kaikaim

Exercise 2: Double-Slot Substitution Drill

Desfala mere kaikaim kokorako.

1.	kilim	5.	kuki.	9.	karem
2.	pikinini.	6.	baem	10.	korongisim
3.	raosem	7.	pigpig.	11.	kokorako.
4.	wasem	8.	kumara.	12.	kaikaim

Exercise 3: Utterance/Response Drill

Answer the following questions with either ya or the word which the teacher gives you.

EXAMPLE:
Teacher: Jo kavetem basket? (pause) ya
Student: Yes, hem kavetem basket.
Teacher: Masieni holem bus naef? (pause) tomeo
Student: Nomoa, hem i holem tomeo.

1.	Jo kavetem basket?	(yes)
2.	Masiene holem bus naef?	(tomeo)
3.	Karolin busarem bulumakao.	(pigpig)
4.	Desfala gele klosem doa?	(yes)
5.	Desfala mere motum kumara?	(kaibia)
6.	Mami kaikaim kabis?	(kakake)
7.	Kanaka wearem kabilato?	(kaliko)
8.	Dadi openem pasel?	(yes)
9.	Desfala man aeanem sote?	(trasis)
10.	Yu lanem Arosi?	(Pijin)

Sentence Type Two: Transitives

Exercise 4: Utterance/Response Drill

Continue with this exercise as you did with Exercise 3.

EXAMPLE: Teacher: Bos hem i kilim yu? (pause) raosem
Student: Nomoa, hem i raosem mi.

1.	Bos hem i kilim yu?	(raosem)
2.	Hem i boelem pigpig?	(korongisim)
3.	Yufala haerem kanu?	(peim)
4.	Gres hem i aeanem sote?	(wasem)
5.	Yu raonem aelan?	(yes)
6.	Hem i polesem kanu?	(klinim)
7.	Mami hem i ridim buk?	(yes)
8.	Dadi hem i hukim mamula?	(lukim)
9.	Risiad hem i sapenem tomeo?	(polesem)
10.	Desfala olo man berem mani?	(yes)

Exercise 5: Question/Answer Drill

Answer the questions your teacher asks you.

1. Yu lanem Pijin?
2. Yu wearem sote?
3. Yu kavetem moto?
4. Yu kaikaim kaibia?
5. Yu raonen aelan?
6. Yu no hukim sak?
7. Yu no lanem Roviana?
8. Yu no garem bus naef?
9. Yu no garem pikinini?
10. Yu no wasem fes blong yu?
11. Yu lukaotem pigpig?
12. Yu no aeanem sote?
13. Yu wasem kaliko blong yu?
14. Yu no openen doa?

Exercise 6:

Ask your classmates questions using the following verbs:

aeanem	kaikaim	lukim
wasem	kavetem	lanem
garem	raosem	herem
hukim	ridim	wearem
raonem	raetem	tisim

Sentence Type Two: Transitives

3.4 Written Exercises

Exercise 1: Translation Exercise

Translate the following sentences from English into Pijin.

1. He cuts the grass every week.
2. They are learning Pijin now.
3. Robert wrote a letter.
4. John and Jack wore shorts.
5. Susan broke the knife.
6. Did Grace wash the tee shirts?
7. The two of them cut down the tree.
8. Listen. They are calling out to you.
9. Ruth is cooking some soup.
10. We bought a shirt.
11. Do you have a watch?
12. John opened the store.

Sentence Type Two: Transitives

Exercise 2: Scrambled Sentences

Arrange the following words so that they make good Pijin sentences.

1. aeanem, i, Sau, sote, hem

2. kaikaim, yu, supsup, o, nomoa

3. aks, Risiad, hem, tomeo, i, sapenem

4. mamula, Pita, i, hem, kilim

5. garem, yu, hanwas, nomoa, o

6. fidim, Gloria, hem, pikinini, i

7. busarem, Maek, i, hem, bulumakao

8. garem, yu, dres, long, kwi, o

9. olo, man, i, wata, hem, boelem

10. baem, mi, wande, pigpig

11. wasem, mifala, kaliko, astade

12. kandora, olketa, i, korongisim

ASKING QUESTIONS

Lesson Four

4.1 Alternative Questions

Compare the questions in 1 and 2:

1 a.	Jon hem i ranawe?	'Did John run away?'
b.	Mere i kukim pigpig?	'Are the women cooking the pig?'
c.	Olketa i lanem Pijin?	'Are they learning Pijin?'
2 a.	Jon hem i ranawe o hem i kam?	'Did John run away or come?'
b.	Mere i kukim pigpig o kokorako?	'Are the women cooking the pig or the chicken?'
c.	Olketa i lanem Pijin o nomoa?	'Are they learning Pijin or not?'

The questions in 1 are the type studied in 2.3. The questions in 2 are alternative-type questions with o 'or'.

	TOPIC	SUBJECT	PM	VERB	OBJECT	ALTERNATIVE
2 a.	Jon	hem	i	ranawe		o hem i kam?
b.		Yu		kukim	pigpig	o kokorako?
c.		Olketa	i	lanem	Pijin	o nomoa?

Asking Questions

4.2 Asking About Subjects

Now look at the sentences in 3 and the questions in 4:

3 a.	Jon hem i kam.	'John came.'
b.	Susana i visitim mi.	'Susan visited me.'
c.	Dogi hem i krae.	'The dog is crying.'
4 a.	Hu (nao) i kam?	'Who came?'
b.	Wanem (nao) i krae?	'What is crying?'
5 a.	Hu (nao) i visitim yu?	'Who visited you?'
b.	Hu (nao) i kaikaim kokorako?	'Who ate the chicken?'

There are a few things to notice about the questions in 5 and 6. First, in all of these questions, information is being requested about the subject (Jon, Susana, dogi).

Second, hu (nao) is used for people and wanem (nao) is used for non-humans. Third, the use of nao in these sentences is optional.

4.3 Asking About Objects

Compare the following sentences:

6 a.	Yu kaikaim wanem?	'What did you eat?'
b.	Sele i visitim hu?	'Who did Sele visit?'
7 a.	Wanem (nao) yu kaikaim?	'What did you eat?'
b.	Hu nao Sele i visitim?	'Who did Sele visit?'

Notice the differences between the questions in number 5 and those in 6 and 7.

The questions in 6 and 7 all ask about the object. When asking about the object, the question word (wanem, hu) can either go after the verb or at the beginning of the sentence. Notice that nao is obligatory when hu is moved to the beginning of the sentence.

Asking Questions

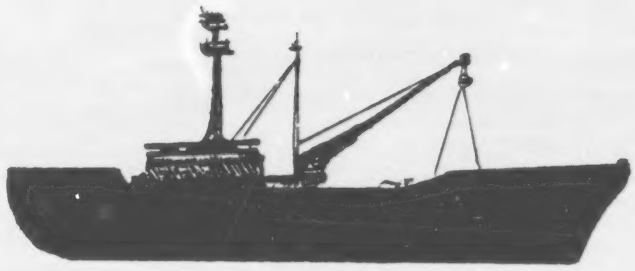
	SUBJECT	PM	VERB	TM	QUESTION WORD
6 a.	Yu		kaikai	-m	wanem?
b.	Sele	i	visit	-im	hu?

	QUESTION WORD	SUBJECT	PM	VERB	TM
7 a.	Wanem (nao)	yu		kaikai	-m.
b.	Hu nao	Sele	i	visit	-im.

4.4 Asking About the Event

When all that is known is the subject and you want to ask about the entire event, you use Wanem nao ... duim?

8. Wanem (nao) yu duim? 'What are you doing?'
Mi kaikaim kokorako. 'I'm eating a chicken.'



Asking Questions

4.5 Oral Exercises

Exercise 1: Expansion Drill

Listen to the question that your teacher asks. Then make a new, alternative-type question using the words he/she gives you.

EXAMPLE: Teacher: Jon i kukim pigpig? (pause) kokorako
Student: Jon i kukim pigpig o kokorako?

1. Jon i kukim pigpig? (o kokorako)
2. Jo i wakem haos? (o kanu)
3. Yutufala lukaotem fis? (o nomoa)
4. Olketa i giaman? (o olketa i tok tru)
5. Oloman ia baem long kwi? (o sote)
6. Trifala i kaikaim kokonat? (o kasava)
7. Waef blong Pita i ridim buk? (o nomoa)
8. Rut hem i waka long hospetel? (o long beng)
9. Pikinini ia hem i sik? (o slip)
10. Dadi blong yu garem motoka? (o nomoa)
11. Yufala kam fo plei futbol? (o ragbi)
12. Bili hem i waka long taon kaonsel? (o tisa)

Exercise 2: Integration Drill

Listen to the two questions your teacher asks. Then combine the two questions, making an alternative-type question with o.

EXAMPLE: Teacher: Jon hem i kaikaim pigpig? Jon hem i kaikaim kokorako?
Student: Jon hem i kaikaim pigpig o kokorako?

1. Jon hem i kaikaim pigpig? Jon hem i kaikaim kokorako?
2. Tufala baem kaliko? Tufala no baem kaliko?
3. Jo hem i krae? Jo hem i laf?
4. Yutufala korongisim kumara? Yutufala korongisim taro?
5. Olketa i lukaotem kokonat? Olketa no lukaotem kokonat?
6. Fren blong mi hem i singsing? Fren blong mi hem i singaot?
7. Elison hem i dringim bia? Elison hem i dringim wata?
8. Tomas hem i digim dren? Tomas hem no digim dren?
9. Pikinini ia hem i kaikai? Pikinini ia hem i plei?
10. Sam hem i lusim baeg? Sam hem i lusim seleni?
11. Yutufala peim haos? Yutufala no peim haos?
12. Bos blong yu hem i slip? Bos blong yu hem i sik?

Asking Questions

Exercise 3: Transformation Drill

Change the following sentences to questions using hu nao or wanem nao.

EXAMPLE: Teacher: Pita hem i visitim Susana.
Student: Hu nao visitim Susana?

1. Pita hem i visitim Susana.
2. Dogi hem i ranawe.
3. Fren blong Bili hem i dae.
4. Wanfala kokorako hem i krae.
5. Rut hem i maritim wanfala dokta.
6. Olketa pikinini i stilim raep banana blong mi.
7. Pigpig hem i spoelem gaden.
8. Tufala bom i bosta astade.
9. Sista blong Pita hem i sik?
10. Waef blong big man ia hem i kam.
11. Sote blong Jon hem lus.
12. Bulumakao hem i singaot.

Exercise 4: Transformation Drill

Change the following sentences to questions using hu or wanem, as you did in Exercise 3.

EXAMPLE: Teacher: Mami hem i kukim supsup.
Student: Wanem nao mami hem i kukim?

1. Mami hem i kukim supsup.
2. Jo hem i brekem laet blong Robet.
3. Franses hem go long baesikol.
4. Wantok blong Tome hem faetim Wili.
5. Olketa i lukaotem kasusu.
6. Susana an Duku i kukim kakake.
7. Matin hem i go fising weitim dadi blong hem.
8. Josep hem i katem bigfala tri.
9. Hedman hem i raosem Maekol.
10. Hasban blong Naomi hem i wearem kabilato.
11. Hem toktok weitim wanfala misinare.
12. Deved hem i baem katnat.

Asking Questions

Exercise 5: Question Formation Drill

Make questions using the following words.

1. kaikaim, banana, popo
2. wakem, haos, kanu
3. ridim, buk, leta
4. korongisim, pigpig, pisin
5. lukaotem, sote, long, kwi
6. lanem, Pijin, Ingglis
7. baem, naef, aks
8. busarem, kokorako, bulumakao
9. plandem, taro, yam
10. lusim, seleni, hanwas
11. muvim, long, ston
12. kaondem, kokonat, pipol

Exercise 6: Question/Answer/Question Drill

Answer the question your teacher asks. Then ask the same or a similar question to your teacher or a classmate.

EXAMPLE: Teacher: Wanem nao yu wande kaikaim?
Student: Mi wande kaikaim popo.
Wanem nao yu wande kaikaim?

(Teacher or second student responds appropriately.)

1. Wanem nao yu wande kaikaim?
2. Wanem nao Jon wande korongisim?
3. Wanem nao yu duim astade?
4. Wanem nao yu wande baem?
5. Wanem nao yu plandem?
6. Hu nao visitim Helen?
7. Wanem nao yu ridim?
8. Hu nao askem mi kwestin?
9. Wanem yu lukaotem?
10. Hu nao tisim yu Pijin?
11. Wanem Jak an Robet i skelem?
12. Wanem nao Ho i wande dringim?

Asking Questions

Exercise 7: Question/Answer Drill

Answer the following questions.

1. Wanem yu lanem destaem?
2. Hu nao sit daon weitim yu?
3. Wanem nao yu ridim ia?
4. Wanem nao yu duim las astade?
5. Hu i tisim yu Pijin?
6. Wanem nao tisa i duim?
7. Hu nao toktok destaem?
8. Wanem nao tisa i wearem?
9. Wanem yu lukim destaem?
10. Wanem nao man ia duim?
11. Hu nao toktok tumas tude?
12. Wanem yu duim astade?

Asking Questions

4.6 Written Exercises

Exercise 1: Scrambled Sentences

1. nao, ia, toktok, hem, i, hu
2. i, Pita, nao, hem, busarem, wanem
3. wakem, kanu, hu, nao, ia
4. ia, dringim, yu, nao, wanem
5. krae, nao, i, ia, wanem
6. i, hu, dadi, lukaotem, hem
7. kaikaim, Jon, hem, i, wanem, nao
8. yu, nao, wanem, boelem
9. singsing, hu, nao, ia
10. haos, wakem, ia, hu, nao
11. katem, tri, hu, nao, ia
12. hu, raetem, ia, leta, nao

Asking Questions

Exercise 2: Translation Exercise

1. What did you have for dinner yesterday?
2. What did you buy this morning?
3. Who drew this picture?
4. Who has taken the table?
5. What are you doing?
6. Who is your teacher?
7. What is this?
8. Who is talking?
9. What did you see last night?
10. Who opened the door?
11. Who is shouting?
12. Who broke this chair, Joe?

NOUN PHRASES

Lesson Five

5.1 Singular and Plural

5.1.1 Quantifiers to Mark Number

Read the sentences in 1.

1 a.	Mi lukim wanfala pigpig.	'I saw one/a pig.'
b.	Mi lukim tufala pigpig.	'I saw two pigs.'
c.	Mi lukim samfala pigpig.	'I saw some pigs.'
d.	Mi lukim olketa pigpig.	'I saw the/some pigs.'
e.	Mi lukim evri pigpig.	'I saw each/all of the pigs.'

Notice that sometimes pigpig is translated as 'pig' and sometimes as 'pigs'. In Pijin, many times when the context is clear, number (singular or plural) is not marked on the noun. When it is necessary to specify number in order to clarify a context, a quantifier, such as wanfala, tufala, samfala, olketa, or evri, is sometimes used.

		QUANTIFIER	NOUN
1 a. c.	Mi lukim	wanfala samfala	pigpig.

5.1.2 Double Subjects to Mark Number

Now read the sentences in 2 and notice their translations.

2 a.	Dog hem i big.	'The dog is big.'
b.	Dog olketa i big.	'The dogs are big.'

In the first sentence, dog is translated as 'dog' while in the second the translation is 'dogs'. In these cases, number is indicated by the pronoun in the double subject construction. Hem is used for third person singular subjects, olketa for third person plural subjects. (For more information on number and pronouns, see Section 5.3).

	TOPIC	SUBJECT	
2 a. b.	Dog	hem olketa	i big.

5.1.3 Dual vs. Plural

In some areas of the Solomons, a distinction is made between dual and plural phrases. In those dialects, if we were talking about one dog, we would say sentence 3; if we were talking about two dogs, we would say 4; and only if we were talking about three or more dogs would we say 5.

3. Dog ia hem i big.
4. Tufala dog ia tufala i big.
5. Olketa dog ia olketa i big.

NOTE: For some speakers of Pijin, hem is used in the double subject position with first person plural inclusive and exclusive, second person singular, dual and plural, and third person dual subjects, as well as with the third person singular. A speaker from Isabel was heard using hem in this way consistently. A similar observation was made by Simons (1977. "Differences between the Pidgins of Papua New Guinea and the Solomon Islands," p. 16.)

5.2 Definite and Indefinite

6 a. Desfala man hem i kam long Kukum. b. Man ia hem i kam long Kukum. c. Desfala man ia hem i kam long Kukum.	'The man came from Kukum.'
d. Olketa man olketa i kam long Kukum. e. Olketa man ia olketa i kam long Kukum. f. Man ia olketa i kam long Kukum.	'The men came from Kukum.'
g. Mi lukim desfala man. h. Mi lukim man ia. i. Mi lukim desfala man ia.	'I saw the {man. / men.}

Noun Phrases

7 a.	Wanfala man hem i kam long Kukum.	"A / "One } man came from Kukum.'
b.	Samfala man olketa i kam long Kukum.	'Some men came from Kukum.'
c.	Mi lukim wanfala man.	'I saw a man.'
d.	Mi lukim samfala man.	'I saw some men.'

5.2.1 Definite Noun Phrases

Notice that in the sentences in 6, man refers to a specific man or some specific men that the speaker assumes the hearer already knows about, either because they can both see the man/men or because the man/men have been mentioned earlier. These types of noun phrases are sometimes called definite.

When it is necessary to mark a noun phrase as being definite, either desfala precedes the noun, ia follows the noun, or both desfala and ia are used.

desfala	NOUN	ia	
desfala	man		
	man	ia	'the man'
desfala	man	ia	

NOTE: When ia follows the noun and is at the end of the sentence, certain complications arise. Man in sentence 6(h), therefore could have an indefinite as well as a definite interpretation.

5.2.2 Indefinite Noun Phrases

In the sentences in 7, the speaker is still talking about a specific man or some specific men, but the speaker assumes the hearer doesn't know about the man/men, perhaps because this is the first time he/they are being mentioned in the conversation. This type of noun phrase is sometimes called indefinite.

When it is necessary to mark a noun phrase as being indefinite, wanfala or samfala precedes the noun.

5.3 Pronouns

5.3.1 Personal Pronouns

Personal pronouns in Pijin are marked for number (i.e., singular hem 'he, she, it' vs. plural olketa 'they') but not gender (i.e., hem = 'he', 'she', 'it') or case (i.e., hem = 'he', 'him'; 'she', 'her').

In addition to first, second, and third person pronouns Pijin has an inclusive person, which refers to the speaker and hearer. In some areas of the Solomons a singular, dual, plural distinction is made in Pijin rather than just singular and plural. Study the chart below and the examples which follow.

	SINGULAR	DUAL	PLURAL
1st Person	mi	mitufala	mifala
Inclusive	--	yumitufala	yumi
2nd Person	yu	yutufala	yufala
3rd Person	hem	tufala	olketa

8 a. Mi go nao. 'I'm going.'
b. Mitufala go nao. 'We (the two of us, but not you) are going.'
c. Mifala go nao. 'We (several of us, but not you) are going.'
d. Yumitufala i go nao. 'We (you and I) are going.'
e. Yumi i go nao. 'We (several of us including you) are going.'
f. Yu i go nao. 'You (singular) are going.'
g. Yutufala i go nao. 'You (the two of you) are going.'
h. Yufala i go nao. 'You (plural) are going.'
i. Hem i go nao. 'He (she/it) is going.'
j. Tufala i go nao. 'They (the two of them) are going.'
k. Olketa i go nao. 'They (plural) are going.'

Noun Phrases

5.3.2 Reflexive Pronouns

Compare the following sentences:

9	a. Jon i hitim mi.	'John hit me.'
	b. Mi hitim hem.	'I hit him.'
10	a. Jon i hitim (hem) seleva.	'John hit himself.'
	b. Mi hitim (mi) seleva.	'I hit myself.'

When an object noun phrase has the same referent as the subject noun phrase in the same sentence, the reflexive form seleva is used. Repetition of the pronoun form (i.e., hem, mi, etc.) is optional.

5.3.3 Emphatic Pronouns

Seleva is also used to express emphasis, as in the following sentences:

11	a. Mi seleva mi wakem haos.	'I built the house myself.'
	b. Jon seleva hem i go long Nendo.	'John himself went to Nendo.'

5.4 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Jak hem i laekem samfala fis.

1.	wata	5.	katem	9.	kukim
2.	dringim	6.	bitalnat	10.	kandora
3.	garem	7.	kaikaim	11.	lukim
4.	tri	8.	yam	12.	kokonat

Exercise 2: Double-Slot Substitution Drill

Mi lukim wanfala pigpig.

1.	kilim	5.	kaikaim	9.	pikinini
2.	kandora	6.	kokorako	10.	raosem
3.	korongisim	7.	fidim	11.	mere
4.	sak	8.	ilfis	12.	tisim

Exercise 3: Double-Slot Substitution Drill

Jon hem i kaikaim pigpig ia.

1. wanfala pigpig
2. bonem
3. fis ia
4. yam ia
5. samfala yam
6. baetem
7. samfala kumara
8. kumara ia
9. bulumakao ia
10. busarem
11. wanfala bulumakao
12. pigpig ia

Noun Phrases

Exercise 4: Transformation Drill

Move the object to the front of the sentence and add nao after the subject.

EXAMPLE: Teacher: Jon hem i kaikaim pigpig ia.
Student: Pigpig ia, Jon nao hem i kaikaim.

1. Jon hem i kaikaim pigpig ia.
2. Sikua hem i torowe ston ia.
3. Bili hem i bonem desfala fis ia.
4. Ana hem i kukim yam ia.
5. Talo hem i brekem desfala botol ia.
6. Duku hem i spoelem klok ia.
7. Beni hem i kaikaim olketa kumara ia.
8. Alfred hem i busarem bulumakao ia.
9. Gase hem i fidim pusikat ia.
10. Sadere hem i wakem gnusugnusu ia.

Exercise 5: Replacement Drill

Replace the underlined nouns with appropriate pronouns.

1. Wea nao Jon?
2. Mami blong mi hem i garem trifala dogi.
3. Tua, Pita an Bili lukaotem Deved.
4. Hu nao fidim olo mere ia?
5. Susana, Doroti an mi kaikaim banana.
6. Pikinini ia i slip long haos blong Talo an Duku.
7. Mi wande go weitim olo man ia.
8. Rut askem Taro fo kaikai.
9. Mere no wandem Jo, Jon an Pita.
10. Pikinini blong Tomas laekem tisa.
11. Fofala bulumakao spoelem gaden blong Suku.
12. Hu nao baem kanu an aks ia?

Exercise 6: Translation Drill

1. Pita hem i baem fis.
2. Jo hem i waka.
3. Ros hem i baem wanfala bus naef.
4. Josep hem i ringim gita ia.
5. Alfred i wearem lavalava.
6. Bigman hem i kam.
7. Timo hem i bonem kasava ia.
8. Steven hem i tisim pikinini.
9. Pol i kilim wanfala snek.
10. Tom hem i laekem buk ia.

Exercise 7: Translation Drill

1. Mary likes pork.
2. She wants that book.
3. John teaches the children.
4. Peter loves beef.
5. Susan saw the cat.
6. Harry taught this girl.
7. Bill wears long trousers.
8. Elizabeth killed the dog.
9. Jim lost some money.
10. Tom bought the canoe.

Exercise 8: Multiple-Slot Substitution Drill

Mi katem mi seleva.

1. yu
2. helpem
3. mifala
4. kikim
5. Bili an Helen
6. kilim dae
7. olketa
8. bonem
9. Jon
10. spoelem
11. yufala
12. hitim

Noun Phrases

5.5 Written Exercises

Exercise 1: Fill in the blank.

1. Mere wasem _____. (the baby)
2. _____ hem i ranawe. (One dog)
3. Tamo hem i kaikaim _____. (some kumara)
4. Sau hem i wakem _____. (the soup)
5. Jo hem i lukim _____. (an old man)
6. _____ hem i lukim fis. (That girl)
7. Sam hem i tisim _____ Pijin. (the boys)
8. _____ hem i korongisim kokorako. (A woman)
9. Doroti hem i wasem _____. (clothes)
10. Olketa i lukaotem _____. (coconuts)

Exercise 2: Transformation Exercise

Change the singular nouns to plural and the plural nouns to singular.

1. Wanfala mere hem i givim senis long mi.

2. Olketa pig olketa i ranawe.

3. Mi tekem olketa boe.

4. Olketa eg olketa i brek nao.

5. Yu satem wanfala buk ia.

6. Wanfala mere i sidaon long stoa.

7. Man ia hem i kam long Honiara.

8. Desfala dog hem i go long bus.

9. Olketa man ia olketa i go fising.

10. Wanfala olo man hem i waka olketa haos.

Noun Phrases

Exercise 3: Translation Exercise

1. Steven has some bananas.

2. This pig ate the rice.

3. Do you have a stomach ache?

4. My dog knows this road.

5. The women bowed their heads.

6. Are you drinking beer?

7. All the dogs are howling.

8. The men are pushing the log.

9. I have malaria.

10. Are you playing football?

SENTENCE TYPE THREE:
VERBLESS SENTENCES

Lesson Six

Look at the following sentences:

1 a.	Jon hem i tisa.	'John's a teacher.'
b.	Susana hem i dokta.	'Susan's a doctor.'
c.	Olketa i wakaman.	'They're laborers.'
2 a.	Jon hem i hevi.	'John is heavy.'
b.	Susana hem i hanggri.	'Susan is hungry.'
c.	Yumi ful drang.	'We're drunk.'
3 a.	Hanwas hem i blong Jon.	'The watch is John's.'
b.	Basakolo hem i blong mi.	'The bicycle is mine.'
c.	Kom hem i blong yu.	'The comb is yours.'

Did you notice that none of the above sentences have verbs? Pijin sentences which have no verbs are of three kinds.

6.1 Sentences Identifying Someone or Something

Sentences which identify someone or something as belonging to a class have no verb, only a subject, a predicate marker, and a predicate nominative.

	TOPIC	SUBJECT	PM	PREDICATE NOMINATIVE
1 a.	Jon	hem	i	tisa.
b.	Susana	hem	i	dokta.
c.		Olketa	i	wakaman.

6.2 Sentences Assigning a Quality to Someone or Something

Sentences which assign a quality to someone or something also have no verb, but simply a subject, a predicate marker and a predicate adjective.

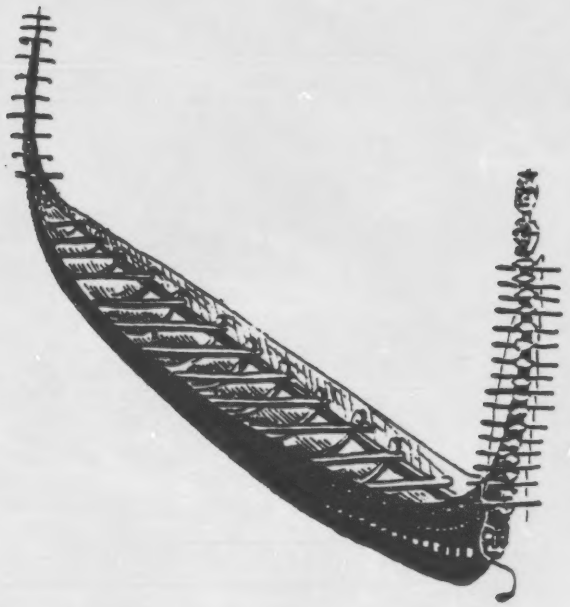
	TOPIC	SUBJECT	PM	PREDICATE NOMINATIVE
2 a.	Jon	hem	i	hevi.
b.	Susana	hem	i	hanggri.
c.		Yumi		ful drang.

Sentence Type Three: Verbless Sentences

6.3 Sentences Assigning Possession to Someone or Something

Sentences which tell to whom or to what something belongs have no verbs, but have only a subject, a predicate marker, blong (the preposition meaning 'of'), and a noun.

	TOPIC	SUBJECT	PM	blong	NOUN PHRASE
3 a.	Hanwas ia	hem	i	blong	Jon.
	Basakolo	hem	i	blong	mi.
		Kom ia	i	blong	yu.



Sentence Type Three: Verbless Sentences

6.4 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Jon hem i tisa.

1. wakaman
2. Tomas
3. dokta
4. misinare
5. Sau
6. Klak
7. Salome
8. Fred
9. stoaman
10. patere
11. Robet
12. fisaman
13. Jo
14. Pita
15. olo man ia

Exercise 2: Multiple-Slot Substitution Drill

Jon hem i sif.

1. tisa
2. Jo an Susana
3. misinare
4. trifala
5. yufala
6. polisman
7. Jak an hem
8. fisaman
9. foafala
10. mifala
11. Franses an brata blong hem
12. dokta
13. gele ia
14. Pita an fren blong hem
15. olo man ia

Exercise 3: Double-Slot Substitution Drill

Jon hem i hanggre.

1. sik
2. fraet
3. pigpig
4. smolfala
5. wael
6. waet
7. sote
8. katkat
9. mere
10. olo
11. man ia
12. krangge
13. boe ia
14. sot
15. long kwi ia

Sentence Type Three: Verbless Sentences

Exercise 4: Multiple-Slot Substitution Drill

Jon hem i hanggre.

1. tufala olo man
2. olketa boe
3. wanfala mere
4. sotwin
5. seksek
6. Pita an Robet
7. spak
8. les
9. mifala
10. liu
11. kros
12. mi
13. hadwak
14. yufala
15. wanfala gele

Exercise 5: Multiple-Slot Substitution Drill

Hanwas hem i blong Jon.

1. olketa buk
2. tufala naef
3. Rut
4. olketa pikinini
5. Helen
6. lam
7. trifala sote
8. Elison
9. kanu
10. fofala dogi
11. haos
12. Maek
13. wanfala piksa
14. sea
15. Bili

Sentence Type Three: Verbless Sentences

Exercise 6: Transformation Drill

Change these sentences to the negative and then give an affirmative sentence using the word in parenthesis.

EXAMPLE: Teacher: Desfala buk i blong Maek. (Hare)
Student: Nomoa. Buk ia i no blong Maek. Hem i blong Hare.

1. Sote ia i red. (blu)
2. Mi dokta ia. (tisa)
3. Hanwas ia hem i blong mi. (mi)
4. Olketa i kanu blong gavman. (Kwan Hong)
5. Gele ia hem i pikinini blong Sau. (Ros)
6. Yufala i misinare ia. (Pis Kop)
7. Haos ia blong olketa. (Pita)
8. Desfala man hem i patere. (tisaman)
9. Long kwi ia hem blong brata blong Jon. (Dadi)
10. Olketa i wakaman. (skul boe)
11. Basket, buk an baero ia i blong Deved. (fren blong hem)
12. Maek hem i strong. (wik)
13. Trifala kasusu i biong mi. (Mami blong mi)
14. Jon an Susana tufala i sot. (long)

Exercise 7: Translation Drill

1. This boy is clever.
2. Susan and her friend are shop keepers.
3. Those cows belong to Joseph's father.
4. The house is long and large.
5. We are laborers.
6. Michael is a school teacher.
7. Ruth is beautiful.
8. That is Robert's bed.
9. You are priests.
10. Tom is hungry.

Sentence Type Three: Verbless Sentences

6.5 Written Exercises

Exercise 1: Scrambled Sentences

1. ia, hanwas, hem, i, mi, blong
2. patere, man, hem, i, desfala
3. wakaman, i, olketa
4. brata, Jon, longkwi, blong, ia, hem, blong
5. dadi, mi, blong, hem, sik, i
6. mi, blong, trifala, i, kasusu
7. i, ia, hem, sote, red
8. blong, haos, ia, olketa
9. olo, man, ia, hem, dokta, i
10. hem, i, Maek, strong
11. pikinini, gele, ia, hem, blong, Sau, i
12. kanu, ia, blong, hem, i, olketa

Sentence Type Three: Verbless Sentences

Exercise 2: Transformation Exercise

Change the nouns in the following sentences from singular to plural.

1. Pikinini ia hem i hanggre.
2. Buk ia hem i blong hu?
3. Mere ia hem i dokta o sista?
4. Kanu ia hem i red.
5. Desfala naef hem i blong hu?
6. Man ia hem i sif o wakaman nomoa?
7. Haos ia hem i big.
8. Motoka ia hem i blong hu?
9. Sele ia hem i tisa o sista?
10. Fis ia hem i long.
11. Long kwi hem i blong hu?
12. Dadi blong yu hem i klak o patere?

TENSE AND TIME

Lesson Seven

7.1 Future Tense

Compare the two sentences below:

1. Mi go long taon. — 'I'm going to town. (i.e., right now)' / 'I went to town.' / 'I will go to town.'

2. Bae mi go long taon. — 'I will go to town.'

The first sentence doesn't specify tense. The hearer knows the tense of the verb by the context. In the second sentence, however, the use of bae (or baebae) before the subject indicates that this sentence is future.

Bae (or baebae) can occur anywhere in the sentence before the predicate marker, as long as it doesn't break up phrases. That is to say, in addition to its sentence-initial position, illustrated in sentence 2 above, bae(bae) can occur after any time adverbials which may start the sentence, after the topic, or between the subject and predicate marker.

	TIME ADVERB	TOPIC	SUB-JECT	PM	VERB PHRASE
3.	Neks tumora	dadi blong mi	hem	i	go long taon.

In the above diagram, bae(bae) can occur whenever there is a double verticle line.

7.2 Past Tense

Now compare these two sentences:

4. Alfred hem i wokabaot — { 'Alfred has been walking/ walked in the bush.' / 'Alfred's going to walk in the bush.' / 'Alfred will walk in the bush.' }

5. Alfred hem i bin wokabaot long bus. — 'Alfred walked/has been walking in the bush.'

Again, the first sentence can refer to the past, the present or the future, depending on the context. When bin is added immediately after the predicate marker or before the verb, the sentence refers to past time. Unlike baebae, bin must occur between the predicate marker and the verb.

	TOPIC	SUBJECT	PM	bin	VERB
6.	Fred	hem	i	bin	wokabaot.

This form is not very widespread, however, and a more common way to explicitly express past time is through the use of an adverb of time, e.g., astade, las astade, las wik, etc.

7.3 Time Adverbials

7.3.1 Time of Day

Traditionally in Pijin, the day is divided into mone 'morning', melewan dei 'noon', aftanun 'afternoon', ivning or sapa 'evening', and naet 'night'. While the table below is a rough indication of the "clock time" covered by each of these expressions, remember that these are only approximations. In fact, if someone tells you that they will meet you long melewan dei, they are as likely to mean 'when the morning chores are completed' as they are to mean '12 o'clock'.

mone	'morning'	First daylight to mid-day
melewan dei	'noon'	Mid-day
aftanun	'afternoon'	1 p.m. to 4 p.m.

Tense and Time

ivning/sapa	'evening'	4 p.m. to sunset
naet	'night'	Sunset to first daylight
melewan naet	'midnight'	10 p.m. to 2 a.m.

The adverbs of time are used with the preposition long, as in the following sentences.

7a. Susana hem i kasem long haos blong hem long sapa.	'Susana got home in the evening.'
b. Long mone mi go long maket.	'In the morning I went to the market.'

As watches and clocks become more common in the Solomons, Pijin is incorporating "clock time" phrases. It is not uncommon to hear long hapas siks long ivning or long seven klok long mone.

In this regard, stret is used to mean 'exactly' and immediately follows the time expression, as in sentence 8.

8. Yu kam long tri klok stret.	'Come at three o'clock sharp.'

Likewise, kolsap and abaot are used to mean 'approximately', as in sentences 9 and 10.

9. Pita hem i go long ofis long abaot eit klok.	'Peter goes to the office at about eight o'clock.'
10. Bae mi kam kolsap long seven klok.	'I'll come around seven.'

Notice that kolsap occurs before the preposition long; abaot occurs between long and the time expression.

7.3.2 Days and Dates

The Pijin names of the days of the week and the months of the year are from English. Here is the complete set.

DAYS	DEI	MONTHS	MANS
Sunday	Sande	January	Januare
Monday	Mande	February	Febuare
Tuesday	Tiusde	March	Mas
Wednesday	Wenesde	April	Eprel
Thursday	Tosde	May	Mei
Friday	Fraede	June	Jun
Saturday	Sarere	July	Julae
Today	Tude	August	Agus
Tomorrow	Tumora	September	Septemba
Yesterday	Astade	October	Oktoba
Day after tomorrow	Neks tumora	November	Novemba
Day before yesterday	Las astade	December	Disemba

Days of the week and months of the year are used with long.

11. Long Septemba mi stap long Honiara. — 'I was in Honiara in September.'
Yu visitim fren blong yu long Fraede? — 'Did you visit your friend last Friday?'

In Pijin, dates are formed in the following way:

August First	Namba wan long Agus
March Sixteenth	Namba sikstin long Mas
On June Second	Long namba tu long Jun

Years are formed as in English:

1979 — Naentin seventi naen

Tense and Time

7.4 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Tumora baebae mi go long taon.

1. skul
2. gaden
3. neks wik
4. kastom haos
5. bus
6. solwata
7. long Mande
8. sios
9. long namba ten long neks mans
10. ofis blong bisop.
11. neks tumora
12. ples blong mi

Exercise 2: Double-Slot Substitution Drill

Tome hem i bin wokabaot long bus.

1. tufala gele
2. kaikaim bitaInat
3. trifala
4. Pita
5. fising long solwata
6. olketa
7. mifala
8. katem heve nat
9. Tomas an Jon
10. dadi blong Jo
11. wakem kanu
12. trifala man ia
13. plandem kaikai
14. plande boe
15. waef blong Jak

Exercise 3: Single-Slot Substitution Drill

Robet hem i kasem hom las naet.

1. long mone
2. las astade
3. long namba ten long Mei
4. long melewan de
5. long aftanun
6. long ivning
7. las wik
8. astade
9. long sapa
10. long namba toti long Julae
11. long melewan naet
12. long Sarere
13. las Mande
14. long wik en

Tense and Time

Exercise 4: Multiple-Slot Substitution Drill

Baebae Jak hem i wakem haos neks wik.

1. las astade
2. plandem taro
3. tumora
4. go fising long riva
5. astade
6. neks tumora
7. kasem Honiara
8. las yia
9. wakem kanu
10. neks mans
11. lusim Solomon
12. las mans
13. baem jonson
14. long namba foa long neks mans

Exercise 5: Expansion Drill

Put the word in parentheses in the sentences. Use bae or bin.

EXAMPLE: Teacher: Jo hem i katem tri. (pause) tumora.
Student: Tumora Jo baebae hem i katem tri.

1. Jo hem i katem tri. (tumora)
2. Wanfala man hem i sik. (astade)
3. Gele hem i kukim fis. (neks tumora)
4. Mifala go long skul. (neks Mande)
5. Olketa i go long hom. (last naet)
6. Fren blong Jon hem i dae. (long namba twenti long Januare)
7. Kaimanisi hem i marit. (neks Sande)
8. Dadi blong mi hem i plandem kakake. (las Sande)
9. Tufala ia i lukaotem kandora. (long Sarere)
10. Sista blong hem hem i baem kaliko. (neks mans)
11. Olo man ia i havem kabilato. (olowe long wik en)
12. Tisa blong mi hem i tok tumas. (las astade)

Tense and Time

Exercise 6: Single-Slot Substitution Drill

Hanwas blong mi dae long siks klok.

1. hapas ten
2. tu klok stret
3. bihaen twel klok
4. faev minit kasem eit klok
5. hapas siks klok
6. kolsap seven klok
7. ten minit lusim foa
8. twenti minit lusim tu klok

Exercise 7: Question/Answer Drill

1. Hao long nao bae yu stap long Solomon?
2. Yu bin stap long Honiara haomas wik?
3. Yu kam long Solomon las yia o nomoa?
4. Wataem nao bae yu go baek long kandere blong yu?
5. Hu nao bin tisim yu Pijin?
6. Bae yu lanem Pijin haomas wik?
7. Wanem nao yu duim long wik en?
8. Dadi an mami blong yu bin kasem Solomon bifoa o nomoa?
9. Bae yu save kam long ofis blong mi neks tumora?
10. Wanem nao yu duim las astade?
11. Wea nao bae yu go waka bihaen yu finis lanem Pijin?
12. Yu bin go long pablik ba yet o nomoa?

Exercise 8: Translation Drill

1. What did you do on Saturday?
2. Have you been in the Solomons before?
3. What will you do tomorrow?
4. Did you see the film last night?
5. Have you been to Gizo?
6. Where were you at lunch time?
7. Have you been to Niu Gini?
8. When are you finishing class today?
9. What are you having for supper?
10. Are you doing anything on the 24th of this month?

7.5 Written Exercises

Exercise 1: Question/Answer Exercises

1. Long wataem nao bae hem i tekem go kago? (4 o'clock sharp)

2. Long wataem dei nao yufala lukim desfala mere long maket? (Wednesday)

3. Long wataem nao bae yu go long taon? (about 8 o'clock, I guess)

4. Long wat dei nao bae olketa kam? (the day after tomorrow)

5. Long wat dei nao olketa i kam ap long Santa Krus? (the day before yesterday)

6. Haomas yia nao yu kasem?

7. Long wat mans nao yu kasem Solomon?

8. Long wat dei nao yu lusim hom blong yu?

9. Long wat yia nao bae yu lusim Solomon?

10. Long wataem nao bae yu go baek long haos blong yu tude?

Tense and Time

Exercise 2: Translation Exercise

1. Bae man ia hem i baem olketa hanwas.

2. Anggol blong olketa trifala ia bae talem yu.

3. Desfala sote bae kostem hem haomas ia?

4. Pikinini blong desfala mere bae olketa i taed tumas.

5. Plande kokorako bae kaikaim raes blong yu.

6. Desfala trak moto blong hem i dae.

7. Yu bin stap long wea?

8. Wataem nao olketa i bin stori?

9. Mifala i bin walewale fising long abaot seven klok.

10. Dog ia hem i bin ranawe go insaed long bus.

SENTENCE TYPE FOUR:
LOCATIONAL SENTENCES WITH STAP AND LONG

Lesson Eight

8.1 The Meanings of stap

Look at the following sentences:

1 a. Destaem nao mi stap long Honiara Hotel.	'I'm staying at the Honiara Hotel.'
b. Santa Crus hem i stap long Solomon.	'Santa Cruz is in the Solomons.'
c. Franses hem i stap long Kirakira.	'Francis lives in Kirakira.'

Notice that the Pijin word stap can be translated into English as 'stay', 'be', or 'live', depending on the context.

NOTE: The English word 'stop' is never translated as stap in Pijin. Instead, dae or stopem is used:

a. Moto hem i dae.	'The motor stopped.'
b. Ren hem i stop.	'The rain stopped.'
c. Mi stopem ka.	'I stopped the car.'

Sentence Type Four:
Locational Sentences with long

8.2 The Use of long

Notice the use of long in these sentences:

2 a.	Pasel hem i stap long tebol.	'The box is on the table.'
b.	Baero hem i stap long pasel.	'The pen is in the box.'
c.	Jon hem i stap long Pis Kop ofis.	'John is at the Peace Corps Office.'
d.	Haos blong hem stap long Waet Riva.	'His house is by the White River.'

Long is an all-purpose location preposition meaning 'in', 'at', 'on', or 'by'. It can also mean 'to', 'from', 'of', or 'about', depending on the context.

8.3 Positional Words

Compare the uses of long in the following sentences:

5 a.	Baero i stap long antap long tebol.	'The pen is on the table.'
b.	Baero i stap antap long tebol.	
c.	Baero i stap long antap tebol.	
d.	Baero i stap antap tebol.	
e.	Baero i stap long tebol.	

For the most part, all of the above sentences have the same meaning. (Sentence 5e has perhaps a wider meaning than the rest. It could mean, for example, that the pen is in the table, if the table has a drawer.) The word antap makes explicit the position of the pen in relation to the table. Notice that long can precede antap, it can follow antap or it can both precede and follow antap.

					POSITIONAL WORD		
	SUBJECT	PM	VERB	long		long	NOUN
5.	Baero	i	stap	(long)	antap	(long)	tebol

Other words like antap include insaed, aotsaed, kolsap, melewan, andanit, raetsaed, lefsaed, baeksaed, bihaen, fran, mamana, saed kam, saed go, and saed.

Sentence Type Four:
Locational Sentences with long

8.4 Wea nao -- Asking About Location

Compare the questions below with the sentences in the previous sections:

3 a. Destaem yu stap long wea? 'Where are you staying now?'
b. Santa Krus i stap long wea? 'Where is Santa Cruz?'

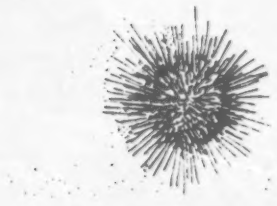
4 a. Wea nao Jon (i stap)? 'Where's John?'
b. Wea nao haos blong hem (i stap)? 'Where's his house?'

Questions asking where something or someone is/stays/lives/ etc. can be asked by using wea in the regular sentence pattern, as in 3.

	SUBJECT	PM	VERB	PREPOSITION	LOCATION
3 a.	Yu	i	stap	long	wea?
b.	Santa Cruz	i	stap	long	wea?

An alternative way of asking the same thing is to put wea nao at the beginning of the sentence in place of the whole prepositional phrase, as in 4.

	QUESTION WORD	SUBJECT	PM	VERB
4 a.	Wea nao	Jon?	(i	stap?)
b.	Wea nao	haos blong hem?	(i	stap?)



Sentence Type Four:
Locational Sentences with long

8.5 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Jon hem i stap long Kirakira.

1. Vonunu
2. Auki
3. haos blong hem
4. Bula
5. Waet Riva
6. Grasiosa Be
7. hostel
8. Vura
9. Kukum
10. skul
11. ples blong Robet
12. Savo
13. Tikopia
14. haos blong olketa

Exercise 2: Double-Slot Substitution Drill

Jon hem i stap long Kirakira.

1. Malaita
2. Yumi
3. Honiara
4. Gizo
5. Yufala
6. Kampas Ros Tu
7. Makira
8. Wantok blong mi
9. Namba Naen
10. Dadi blong hem
11. Saenaman
12. Waef blong wanfala dokta
13. Leba Laen
14. Pawa skul
15. Kukum

Exercise 3: Question/Answer Drill

1. Yu stap long Honiara?
2. Fiji stap long Atlantik?
3. Honolulu stap long Merika?
4. Suva stap long Fiji?
5. Galakana stap long Niu Gini?
6. Nauru stap long Hawaii?
7. Honiara stap long Solomon?
8. Waikiki stap long Kalifonia?
9. Tahiti stap long Samoa?
10. Fujiyama stap long Japan?
11. London stap long Inglan?
12. Vela Levela stap long Solomon?
13. Paris stap long Inglan?
14. Auki stap long Malaita?
15. Makira stap long Westan Provins?

Sentence Type Four:
Locational Sentences with long

Exercise 4: Question/Answer Drill

1. Sea hem i stap long melewan long rum?
2. Buk hem i stap long antap long tebol?
3. Yufala stap long insaed long haos?
4. Sea i stap long bihaen long tebol?
5. Yu stap long kolsap long doa?
6. Leg blong yu stap long andanit long tebol?
7. Baero blong yu stap long insaed long pasel?
8. Tisa hem i stap long fran blong klas?
9. Pensil blong yu i stap long insaed long paos?
10. Buk blong yu i stap long insaed long kes?
11. But blong yu i stap long antap long sea?
12. Ki blong yu i stap andanit long buk?

Exercise 5: Question/Answer Drill

1. Niu Yok hem i stap long wea?
2. Sirinei hem i stap long wea?
3. Pis Kop ofis hem i stap long wea?
4. Vila hem i stap long wea?
5. Treding hem i stap long wea?
6. A.N.Z. Beng hem i stap long wea?
7. Kampas Ros Tu hem i stap long wea?
8. Suva hem i stap long wea?
9. Point Krus hem i stap long wea?
10. Le hem i stap long wea?

Exercise 6: Question/Answer Drill

1. Yu stap long Vura o long Betikama?
2. Dadi blong yu stap long Merika?
3. Yu garem brata? Hem i stap long Merika o long narafala kandere?
4. Hanwas blong yu stap long han blong yu o long haos?
5. Yu stap long Solomon longtaem nao o nomoa?
6. Hem stap long Vura o long Betikama?
7. Sanglas blong hem i stap long haos o hem i wearem?
8. Paos blong yu stap long klasrum o long ofis blong Pis Kop?
9. Yu garem kom? Hem stap long poket blong yu o long haos?
10. Hem i garem basket? Hem i stap long hia?
11. Fren blong yu stap long Honiara o long Merika?
12. Yu garem buk? Hem stap long tebol o long paos?

Sentence Type Four:
Locational Sentences with long

Exercise 7:

Make a question using one of the words below and ask a fellow classmate or your teacher. Use the map to locate these places.

1. Pawa Skul
2. Gizo
3. Buala
4. Tangarare
5. Nendo
6. Vangunu
7. Tulagi
8. Kamaosi
9. Auki
10. Yandina
11. Munda
12. Kirakira
13. Gwaigeo
14. Sasamongga
15. Noro

Sentence Type Four:
Locational Sentences with long

8.6 Written Exercises

Exercise 1:

Fill in the blank with the correct answer:

1. Auki i stap long _____.
2. Buala i stap long _____.
3. Gizo i stap long _____ Provins.
4. Rifaelan olketa i stap long _____ Provins.
5. Kirakira i stap long _____.
6. Hendason eapot hem i stap long _____.
7. Munda hem i stap long _____.
8. Grasiosa Be hem i stap long _____.
9. Pawa Skul hem i stap long _____.
10. King Joj VI Skul hem i stap long _____.
11. Vonunu Skul hem i stap long _____.
12. Taromara hem i stap long _____.
13. Ringi Kov hem i stap long _____.
14. Goldi Kolej i stap long _____ Provins.
15. Avu Avu hem i stap long _____.

Exercise 2:

Translate the following sentences into Pijin:

1. Moses and his brother stay in the Custom House.
   _____
2. Who stayed at your house last night?
   _____
3. We were not at the airport when the bomb exploded.
   _____
4. Were you at the hospital when the old man died?
   _____

Sentence Type Four:
Locational Sentences with long

5. I am happy to stay in the Solomons.

6. Joe has been living in his new house for almost a week now.

7. Those two boys lost their way in the jungle yesterday.

8. Sam stays at his father's shop.

9. Robert's canoe has been in the river for a long time now.

10. Our teacher has been away in the States for quite a long time now.

11. The stones are on the beach.

12. I want to go and live in Hawaii.

13. My friend wants to come and live in Honiara.

14. Do you want to live in a big house or a small one?

15. Harry's garden is on the hillside.

DIRECTIONAL VERBS KAM and GO

Lesson Nine

9.1 Use of kam and go

Look at the use of the words kam and go in the following sentences.

1 a.	Mifala stap kam long stoa.	'We're coming from the store.'
b.	Yu pulim kam bokis ia long mi.	'Pull those boxes over to me.'
c.	Jon hem i tekem sea go long ofis blong hem.	'John took the chair into his office.'
d.	Baebae tufala ia pusim go tebol go kolsap long doa.	'These two people will push the table up to the door.'

There is a small class of verbs, including karem 'carry', tekem 'take', and the like, which are followed by kam or go to indicate movement toward or away from the speaker.

In sentences of this type, the directional words kam and go usually immediately follow the verb, as in 1a and 1b. If the sentence has an object, however, the directional kam/go can follow the object as in 1c, or it can occur both after the verb and after the object, as in 1d.

	VERB	DIREC-TIONAL	OBJ.	DIREC-TIONAL	GOAL/SOURCE
1 a.	Mifala i	stap	kam		long stoa.
b.	Yu	pulim	kam	boks ia	long mi.
c.	Jon hem i	tekem		sea	go long ofis blong hem.
d.	Baebae tufala ia i	pusim	go	tebol	go kolsap long doa.

Directional Verbs kam and go

Some verbs which take directionals are:

bringim	ranawe	singaotem	raedem	raetem
tekem	wokabaot	rolem	ranem	padolem
givim	putim	sendem	faloem	raosem
karem	pulim	troem	girapem	kikim
stap	pusim	singaot	giraotem	resis
lukluk	presem	draevem	lidim	

NOTES: Bringim may be a recent innovation and is used most often with kam to mean the same as tekem kam. Occasionally you may hear children say bringim go.

Stap is only used with kam, meaning 'come from'; 'go to' is not *stap go, which is never heard, but rather go long.

9.2 Stat Kam as a Time Marker

Compare the use of kam in the following sentences with the directional verbs in 9.1.

2 a. Mi stap long Honiara stat kam tu wik nao. 'I have been in Honiara for two weeks.'

b. Jon save Pijin stat kam taem hem i pikinini. 'John has known Pijin since he was a child.'

Kam is also used with stat and a time phrase or clause to indicate a state or action which began at one point in time and is still in effect at another point in time. This type of construction often translates as the present perfect tense in English.

Directional Verbs kam and go

9.3 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Olketa i troem kam long haos.

1. tekem
2. stap
3. sendem
4. karem
5. ranawe
6. pusim
7. rolem
8. lukluk
9. pulim
10. ranem
11. lidim
12. raedem

Exercise 2: Multiple-Slot Substitution Drill

Mere hem i lukluk go long haos.

1. kam
2. bringim
3. stoa
4. tekem
5. go
6. ofis
7. kam
8. lidim
9. go
10. ples blong hem
11. ranawe
12. Honiara
13. kam
14. wokabaot
15. karem
16. go
17. bus
18. troem

Exercise 3: Integration Drill

Listen to the sentence your teacher reads to you. Then add the words he/she tells you to the sentence he/she has read.

EXAMPLE: Teacher: Jon hem i tekem kumara.
(pause) Long hia.
Student: Jon hem i tekem kam kumara long hia.

1. Jon hem i tekem kumara. (long hia)
2. Susana hem i lukluk. (long fren blong hem)
3. Olketa i ranawe. (long ples blong olketa)
4. Patere hem i lidim olketa. (long sic)
5. Pita hem i troem kokonat. (long mi)
6. Tufala i rolem ston ia. (long riva)
7. Sau hem i padolem kanu. (long vilij)
8. Tua an Jo tufala i sendem pasel. (long Tangarare)
9. Olketa polisman i giraotem man ia. (from ba)
10. Ana hem i pusim sea. (kolsap long doa)
11. Franses hem i draevem trak. (long haos blong mi)
12. Joj hem i pulim kanu. (long sanbis)

Directional Verbs kam and go

Exercise 4: Action Chain

Listen to the sentence your teacher reads to you and do what the sentence says. Then tell your teacher what you have done.

EXAMPLE: Teacher: Yu putim buk go long tebol.
(The student performs the action, i.e., puts the book on the table.)

Teacher: Wanem nao yu duim?

Student: Mi putim buk ia go long tebol.

1. Yu putim buk go long tebol.
2. Yu karem sea go kolsap long doa.
3. Yu bringim baero blong yu kam long mi.
4. Yu tekem fren blong yu go kolsap long windo.
5. Yu pusim sea go long melewan long rum.
6. Yu pulim paos blong fren blong yu go long yu.
7. Yu bringim buk blong yu kam long mi.
8. Yu wokabaot kam long hia.
9. Yu troem go pepa ia go long basket.
10. Yu karem pasel kam long mamana long run.
11. Yu lidim go fren blong yu long bihaen long sea.

Exercise 5: Question/Answer Exercise

1. Wanem nao yu bringim kam long Solomon?
2. Hu nao lidim yu go long pablik ba fastaem?
3. Taem yu visitim fren blong yu long bus, yu tekem go kaikai tu? Watkaen kaikai nao yu tekem?
4. Long wan mans haomas taem nao yu sendem go leta go long hom blong yu?
5. Yu save go long Tangarare? Hao nao yu save go?
6. Bifoa yu slip long naet, yu putim but blong yu go long wea?
7. Yu raedem wanem kam long Solomon?
8. Wanem nao yu wande tekem kam long Solomon bat yu no tekem?

9.4 Written Exercises

Exercise 1: Scrambled Sentences

1. long, go, singaotem, hasban, olo mere, blong hem.

2. boe ia, go, kikim, long, bol, andanit, long haos.

3. troem, yu, aotsaed, skin, long windo, blong banana, go.

4. tri ia, kolsap long riva, mifala, go, pulim.

5. long, go draevem, motoka, sanbis, dadi.

6. yu, haos, samfala kaikai, blong mi, bringim, kam, long.

7. sak, vilij, long, go, blong olketa, olo man, trifala.

8. lidim, mere, pikinini, skul, blong hem, long taon, kam, long.

9. long, kanu, go, padolem, sanbis, tufala, long nara saed, yang boe, long aelan.

10. ofis, long, Jon ia, go resis.

Exercise 2: Translation Drill

1. Pull the canoe up onto the beach.

2. They took the net down to the sea.

3. Roll this stone into the river.

4. Jo and Ana are chasing the pigs out of the garden.

5. I brought them from town.

6. Mary will carry these baskets into the house.

7. The two of them are coming from the market.

8. Peter threw the ball at me.

9. They drove the truck to Vura.

10. Bring us some yams.

11. The two girls ran away to their village.

12. You and I will go for a walk in the bush.

MODIFYING NOUNS

Lesson Ten

10.1 Numbers

10.1.1 Cardinal Numbers

Read the following list of numbers:

1.	wan	11.	ileven	30.	toti
2.	tu	12.	twel	40.	foti
3.	tri	13.	totin	50.	fifti
4.	foa	14.	fotin	60.	siksti
5.	faev	15.	fiftin	70.	seventi
6.	siks	16.	sikstin	80.	eiti
7.	seven	17.	seventin	90.	naenti
8.	eit	18.	eitin	100.	handre(d)
9.	naen	19.	naentin	1000.	taosen
10.	ten	20.	twenti	0.	not, nating

The names of the cardinal numbers in Pijin are the same as those in English.

Now look at the following sentences:

1 a. Mi garem tufala brata.	'I have two brothers.'
b. Trifala gele ia olketa i go long maket.	'These three girls went to the market.'
c. Jon hem i dringim twenti bigfala bia.	'John drank 20 big beers.'

When talking about the quantity or number of objects, -fala is usually added to the numbers wan through ten. Numbers come before the nouns they modify.

Modifying Nouns

10.1.2 Modifying Numbers

Now compare the following three sentences:

2 a.	Mi lukim tenfala pofis long sanbis.	'I saw ten porpoises on the beach.'
b.	Mi lukim kolsap tenfala pofis nomoa long sanbis.	'I saw almost 10 porpoises on the beach.'
c.	Mi lukim tenfala pofis nomoa long sanbis.	'I saw only 10 porpoises on the beach.'
d.	Mi lukim samting olsem ten pofis long sanbis.	'I saw around 10 porpoises on the beach.'

Kolsap is used to mean 'almost' and occurs before the number. Nomoa is used to mean 'only' and occurs after the number and the noun. Samting olsem is used to mean 'about' and occurs before the number.

MODIFIER	NUMBER	NOUN	MODIFIER
kolsap	tenfala	pofis	nomoa
samting olsem	tenfala	pofis	

10.1.3 Ordinal Numbers

Read the following short paragraph:

3 a.	Mi garem tufala brata.	'I have two brothers.
b.	Wanfala hem i stap long	One lives with my
c.	Dadi an Mami blong mi.	parents. The second
d.	Mektu brata hem i stap seleva.	brother lives alone.'

Notice the difference between tufala and mektu. Tufala is a cardinal number; that is, it tells how many. Mektu tells which one. This is often called an ordinal number and is translated into English as 'the second'.

The following is a list of ordinal numbers in Pijin.

namba wan	'first'
mektu	'second'
mektri	'third'
mekfoa	'fourth'
mekfaev	'fifth'
meksiks	'sixth'
etc.	etc.

10.1.4 Questioning Quantities

Look at the use of haomas in the following examples:

4 a.	Yu baem haomas raes?	'How much rice did you buy?'
b.	Haomas brata nao yu garem?	'How many brothers do you have?'

In Pijin, haomas is used for asking about quantities. It is used where both 'how much' and 'how many' would be used in English. Occasionally, however, you may hear some Pijin speakers using haomeni.

Haomas (or haomeni) occurs before the noun and the whole noun phrase (haomas + NOUN) can occur either in its regular declarative sentence position, as in 4a, or at the beginning of the sentence followed by nao, as in 4b.

Modifying Nouns

10.2 Possession

10.2.1 Declarative Sentences

Now notice the position of blong in the sentences in 5 and 6.

5. Sote ia hem i blong mi. 'This shirt is mine.'
6. Sote blong mi stap long sea. 'My shirt is on the table.'

Sentences of the type in 5 were studied in Lesson 6. In sentence 6, possession is shown by using blong and the possessor immediately following the thing possessed.

POSSESSED NOUN	blong	POSSESSOR NOUN
sote	blong	mi

10.2.2 Asking About Possession

Sentences of the type in 7 were studied in Lesson 6. Compare that sentence with those in 8. Notice how they are similar.

7. Sote ia hem i blong hu? 'Whose shirt is this?'

8 a. Sote blong hu stap long sea? 'Whose shirt is on the chair?'

b. Jon hem i faenden sote blong hu?
c. Sote blong hu nao Jon hem i faendem?

} 'Whose shirt did John find?'

When asking about ownership, blong hu is used following the thing possessed. This can either occur in its regular declarative sentence position, as in 8a and 8b, or the whole noun phrase (NOUN + blong hu) can be moved to the front of the sentence and followed by nao, as in 8c.

10.3 Qualities

10.3.1 Position of Adjectives

Read the following sentence:

9. Mi kilim bigfala sak. 'I killed a big shark.'

In Pijin, adjectives usually come before the nouns they modify. In this position, they are usually followed by -fala.

10.3.2 Numbers and Adjectives

Now see how the sentences in 10 are different from the one in 9.

10 a. Mi kilim tufala bigfala sak. 'I killed two big
b. Mi kilim tufala big sak. sharks.'

When both a number and an adjective modify a noun, the number comes first and the adjective usually comes between the number and the noun.

NUMBER	ADJECTIVE	NOUN
tufala	big(fala)	sak

NOTE: For an alternative construction, see the lesson on relative clauses.

If the number is followed by -fala, the adjective often will not be, as seen in 10b, in contrast with 10a.

Modifying Nouns

10.3.3 Modifying Adjectives

There are many ways to modify or intensify adjectives which modify nouns. Some of the most common are shown in 11.

11 a. Mi kilim barava bigfala sak. 'I killed a very big shark.'
b. Mi kilim bigfala sak tru. 'I killed a really big shark.'
c. Mi kilim smolfala sak nomoa. 'I killed only a little shark.'

Nomoa 'only' and tru 'really' occur after the ADJECTIVE + NOUN construction; barava 'very' occurs before.

MODIFIER	ADJECTIVE	NOUN	MODIFIER
barava	bigfala	sak	
	bigfala	sak	tru
	smolfala	sak	nomoa

10.3.4 Asking About Qualities

When asking about qualities, watkaen is used. Notice the position of watkaen in the following sentences.

12 a. Watkaen sak nao yu kilim hem?
b. Yu kilim watkaen sak nao?
} 'What kind of shark did you kill?'

As with the other questions studied in this lesson, watkaen + NOUN can occur either at the beginning of the sentence or in the position where ADJECTIVE + NOUN would be found in a declarative sentence.

10.4 Oral Exercises

Exercise 1: Expansion Drill

Listen to the sentence your teacher reads. Then put the word your teacher tells you into the sentence you heard.

EXAMPLE:
Teacher: Robet hem i baem sote. (pause) tufala.
Student: Robet hem i baem tufala sote.

1. Robet hem i baem sote. (tufala)
2. Sote blong Jon i tuwet. (trifala)
3. Olketa i kilim sak. (wanfala)
4. Jak an Pita i wakem haos. (tufala)
5. Pikinini blong Rut sik. (fofala)
6. Long kwi blong Sau olketa i lus. (tufala)
7. Tome hem i fidim kokorako. (tenfala)
8. Pigpig blong olketa i ranawe. (faefala)
9. Brata blong mi go skul long Tenaru. (trifala)
10. Mansia hem i raosem gele longwe. (tufala)
11. Susana an hasban blong hem haerem kanu. (trifala)
12. Dadi blong Jo hem i wakem sea. (fofala)

Exercise 2: Expansion Drill

Add bigfala to the following sentences.

EXAMPLE: Teacher: Mi wakem gaden fo tambu blong mi.
Student: Mi wakem bigfala gaden fo tambu blong mi.

1. Mi wakem gaden fo tambu blong mi.
2. Olketa i kilim pigpig long sikarap astade.
3. Tufala boe ia i faendem snek long bus.
4. Maekol hem i baem fis long maket.
5. Pita an brata blong hem i mekem kanu.
6. Haos blong olketa ia hem i bone las wik.
7. Plande pipol olketa i lukluk long futbol gem long Rove astade.
8. Mami blong Jim hem i garem boel long leg olong hem.
9. Bulumakao ia olketa i baem finis ia.
10. Tomas hem i wande maritim mere hem i stap seleva ia.
11. Riva hem i stap kolsap long vilij blong olketa ia hem garem staka fis.
12. Hem i katem tri from haos blong hem.

Modifying Nouns

Exercise 3: Integration Drill

Combine the two sentences your teacher tells you.

EXAMPLE: Teacher: Buk i stap long tebol. Buk hem i blong mi.
Student: Buk blong mi hem i stap long tebol.

1. Buk i stap long tebol. Buk hem i blong mi.
2. Olketa bulumakao kaikai kolsap long riva. Bulumakao i blong olo man ia.
3. Pikinini hem i sik. Pikinini ia blong Jo.
4. Mere hem i olo. Mere ia hem i waef blong Jon.
5. Kanu ia i save karem toti pipol. Kanu i blong mi.
6. Dadi blong Pita hem i fidim kokorako. Kokorako i blong Pita.
7. Susana i baem kabis. Kabis blong Kamusu.
8. Wanfala gele hem i kaikaim bitalnat. Bitalnat ia blong mami. Mami ia blong gele.
9. Mi waka evri dei long sip. Sip ia blong Koral Si.
10. Robet hem i lukaotem kokonat. Kokonat ia blong fam. Fam ia blong famili. Famili ia blong Robet.
11. Alfred hem i wearem long kwi. Long kwi ia blong dadi. Dadi ia blong Alfred.
12. Wanfala haos hem i bone. Haos ia blong Franses.

Exercise 4: Expansion Drill

Listen to the sentence your teacher reads for you. Then repeat the sentence, adding the word(s) your teacher tells you.

EXAMPLE: Teacher: Dadi blong mi kilim pigpig. (pause) Tufala.
Student: Dadi blong mi kilim tufala pigpig.

1. Dadi blong mi kilim pigpig. (tufala)
2. Kaspa hem i stilim kokorako. (trifala olo)
3. Pita hem i lusim hanwas. (blong Jo)
4. Waef blong Tomas i kukim mamula. (fofala, big)
5. Mi garem haos. (bigfala)
6. Jak hem i kisim gele. (wanfala, yang)
7. Duku hem i wearem long kwi. (redfala, blong Pita)
8. Kaimanisi hem i haedem sote. (blong Sam)
9. Rut i garem basket. (smolfala, blong mi)
10. Dadi blong mi katem tri. (tufala, long)
11. Olketa i wande baem sote. (gudfala)
12. Pikinini blong Mere hem i laekem kanu. (bigfala, blong Sau)

Exercise 5: Transformation Drill

Change the following sentences into questions, replacing the underlined phrases with watkaen, haomas, or blong hu.

EXAMPLE: Teacher: Jo hem i garem redfala sote.
Student: Watkaen sote nao Jo hem i garem?

1. Jo hem i garem redfala sote.
2. Pita hem i pikinini blong mi.
3. Tome kilim tenfala kokorako.
4. Mifala kaikaim fis blong Jak.
5. Tuki baem trifala pigpig.
6. Pikinini blong Jon hem i krae.
7. Timo faendem wanfala waet bad.
8. Bobi i kaikaim bigfala popo.
9. Olketa i lukaotem tufala dogi.
10. Sea blong dadi hem i lus.
11. Rebeka hem i foti yia nao.
12. Ros an Hare i garem fofala pikinini.

Exercise 6: Question/Answer Drill

1. Yu garem haomas brata?
2. Buk ia blong hu?
3. Watkaen haos nao yu garem?
4. Haomas pipol nao stap long vilij blong yu, Jon?
5. Trak ia blong hu ia?
6. Watkaen sote nao yu baem?
7. Haomas seleni nao hanwas blong yu kostem?
8. Blong hu nao, desfala bed?
9. Watkaen kaikai yufala havem?
10. Haomas pikinini nao tufala i garem?
11. Gaden ia blong hu nao?
12. Watkaen singsing nao yu laekem?

Modifying Nouns

10.5 Written Exercises

Exercise 1:

Complete the following sentences by inserting one of the words from this list: olketa, tufala, wanfala, trifala, bigfala, smol, blong mi, fofala.

1. _____ Pita an Susana i jes marit nomoa.
2. Mi laekem tumas fo baem desfala _____ kanu ia taem hem i niu yet.
3. _____ evri pikinini mas go long skul bikos gavman nao talem olsem.
4. Jemis nao wakem _____ big haos hem i stap seleva long hil ia.
5. Pita, Jo an Jak _____ i brata.
6. Evri man an mere hu _____ i no peim taks yet mas go long ofis tumora.
7. Haomas banana nao yu wande baem? Mi wande baem _____ _____, wanfala fo mi, wanfala fo hasban blong mi an wanfala fo pikinini blong mi.
8. Sapos yu katem siks fingga blong yu, haomas nao bae i stap? _____
9. Dadi blong mi hem i kilim _____ sak an _____ mamula.
10. Mi no wande _____ pipol long vilij blong mi salem land long eniwan.

Exercise 2:

1. Taem yu stap long Merika, yu stap long haos blong hu?

2. Destaem nao, yu stap long haos blong hu?

3. Watkaen kaliko nao yu wearem?

4. Haomas dei nao yu bin stap long Solomon?

5. Yu waka long ofis blong hu?

6. Haomas brata an sista nao yu garem?

7. Watkaen bia nao yu laek dringim?

8. Stat kam long Sarare kam kasem tude, haomas bia nao yu dringim?

9. Long wan dei haomas awa nao yu lanem Pijin?

10. Tude yu spendem haomas seleni nao fo kaikai?

MORE VARIATIONS ON VERBS: ASPECTS

Lesson Eleven

11.1 Completed Actions - finis

Compare the following sentences:

1 a.	Mifala i wakem kanu.	'We build/are building/ will build a canoe.'
b.	Olketa i busarem pigpig.	'They butchered/are butchering/will butcher a pig.'
2 a.	Mifala i wakem kanu finis.	'We had/have/will have built a canoe.'
b.	Olketa i busarem finis pigpig.	'They had/have/ will have butchered a pig.'

You are already familiar with the sentences in 1. Remember that they are vague with respect to the time of action of the verb. The context will tell us whether the action took place in the past, is taking place now, or will take place in the future.

Now look at the sentences in 2. Both of them contain the word finis. This means that the action of the verb is completed before a specific point in time or another action. Out of context, we most likely assume that the point in time is now and hence give the sentence a past interpretation. However, sentences with finis needn't necessarily be interpreted that way, as the example below shows.

3.	Mifala wakem gaden ia finis, bae mifala spel lelebet.	'When we're finished working in this garden, we will take a little rest.'

Finis can occur after the verb or the object or at the end of the sentence.

	SUBJECT	PM	VERB	OBJECT	LOCATIONAL PHRASE
2 a.	Mifala Olketa	i i	wakem buasarem	kanu pigpig blong mi	long sanbis.

In the above diagram, finis can be inserted wherever there are double verticle lines.

Finis is often used to link two sentences, as in 4.

4. Astade, mifala go fising long sanbis. Finis, mifala tekem fis go long hom.

'Yesterday we went fishing at the beach. Then we took the fish home.'

The second sentence above can be thought of as a shortened form of:

Mifala go fising finis, mifala tekem fis go long hom.

When finis is used in this way, it comes at the beginning of the sentence.

11.2 Continuous Actions - gohed fo

Look at how gohed fo is used in the following sentences:

5 a.	Mere ia hem i widim gaden.	'That woman weeded/is weeding/will be weeding the garden.'
b.	Kupe hem i wakem haos.	'Kupe built/is building/ will build the house.'
6 a.	Mere ia hem i gohed fo widim gaden.	'That woman is/was/will be weeding the garden.'
b.	Kupe hem i gohed fo wakem haos.	'Kupe is/was/will be building the house.'

The use of gohed fo (or gogohed fo) in the sentences in 6 indicates that the action still is, was, or will be continuing at a specific point in time. Gohed fo usually occurs before the verb.

	SUBJECT	PM	CONTINUING MARKER	VERB	OBJECT
6 a.	Mere ia	i	gohed fo	widim	gaden.
b.	Kupe	i	gohed fo	wakem	haos.

More Variations on Verbs: Aspects

11.3 Repeated Actions - moa/agen

Read the sentences in 7.

7 a.	Robet hem i wasem kaliko blong hem moa nao.	'Robert washed his clothes again.'
b.	Sau hem i widim moa gaden blong hem.	'Sau weeded her garden again.'
c.	Alfred hem i wakem haos agen nao.	'Alfred built his house again.'
d.	Tufala i baem agen bia long stoa ia.	'They bought beer at the store again.'

Moa and agen are used to indicate repeated actions. They may occur either after the verb, as in 7b. and 7d., or after the whole verb phrase, as in 7a. and 7c.

	TOPIC	SUB-JECT	PM	VERB	REPEAT MARKER	OBJECT	REPEAT MARKER
7 a.	Robet	hem	i	wasem		kaliko blong hem	moa.
b.	Sau	hem	i	widim	moa	gaden blong hem.	
c.	Alfred	hem	i	wakem		haos	agen.
d.		Tufala	i	baem	agen	bia long stoa ia.	

11.4 Beginning Actions - stat fo

Now look at the following sentences:

8 a.	Hem i stat fo bitim dram nao.	'He started to beat the drum.'
b.	Olo man ia stat fo go fising long mone.	'The old man started fishing in the morning.'

Stat fo denotes an action which is beginning at a specified point in time. It is placed before the verb.

	SUBJECT	PM	BEGINNING MARKER	VERB	
8 a.	Hem	i	stat fo	bitim	dram nao.
b.	Olo man ia	i	stat fo	go fising	long mone.

11.5 Recurring/Intensified Actions

Compare the verbs in the sentences in 9 with those in 10.

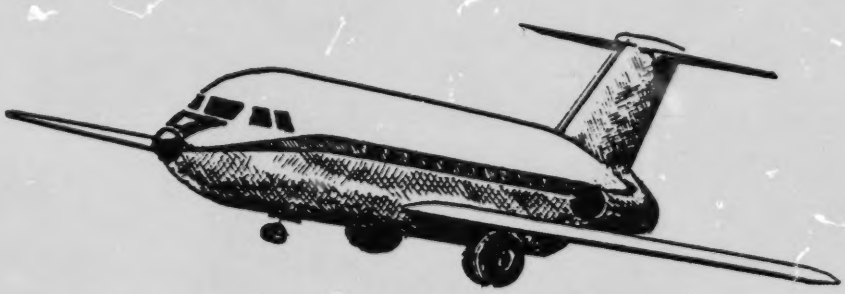
9a.	Dog ia hem i krae olowe long melewan naet.	'The dog cried all night long.'
b.	Pikinini hem i ran olowe insaed long haos.	'The child always runs around inside the house.'
10a.	Dog ia hem i kakrae olowe long melewan naet.	'The dog cried and cried all night long.'
b.	Pikinini hem i ranran olowe insaed long haos.	'The child always runs and runs around inside the house.'

In 10, the verb or the first sounds of the verb are repeated. This indicates that the action is continuous or that it occurs over and over again. It can also indicate intensification or emphasis, as in sentence 11.

11.	Jon hem i lalaekem Susan.	'John likes Susan very much.'

Some examples of these verbs are:

lulukim	babaetem	riridim
fafaloem	heherem	pipikim
babaem	raranem	kikikim
kaklaem	lalaekem	fafaendem



More Variations on Verbs: Aspects

11.6 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Hem i gohed fo kaikai nao.

1. waka
2. katem tri
3. singsing
4. busarem bulumakao
5. klaem ap kokonat
6. lukaotem fis
7. digim dren
8. baem bia
9. wakem kanu
10. korongisim kokorako
11. kaikaim bitalnat
12. boelem wata

Exercise 2: Single-Slot Substitution Drill

Hem i stat fo kaikai nao.

1. tisim Pijin
2. ridim buk
3. lanem Pijin
4. slip
5. kukim kabis
6. wearem sulu
7. klinim titi blong hem
8. sugarem ti blong dadi blong hem
9. tanem wil
10. pulim kanu weitim puli
11. wek ap
12. plandem staka yam

Exercise 3: Single-Slot Substitution Drill

Sau hem i kaikai finis nao.

1. marit
2. wakem haos
3. plandem olketa yam
4. kilim pigpig
5. salem kavara
6. dringim kokonat
7. haerem motoka
8. hangem kaliko
9. baem hanwas
10. wearem kabilato
11. bitim dram
12. bonem gaden

11.6 Exercise 4: Single-Slot Substitution Drill

Pita hem i kaikai moa nao.

1. openem doa
2. widim gaden
3. waka long ofis
4. ringim belo
5. slip baek
6. go fising
7. wipim pikinini blong hem
8. marit
9. tisa
10. lanem Pijin
11. lusim seleni long bia
12. misinare

Exercise 5: Multiple-Slot Substitution Drill

Jope hem i gohed fo raetem leta nao.

1. wakem haos
2. stat fo
3. olketa
4. moa
5. Jo an waef
6. finis
7. lukaotem fis
8. gohed fo
9. tufala ia
10. stat fo
11. korongisim kandora
12. moa

Exercise 6: Question/Answer Drill

Answer the following questions with yes and a sentence.

EXAMPLE: Teacher: Brata blong Jon hem i gohed fo wakem supsup nao?
Student: Yes, hem i gohed fo wakem supsup nao.

1. Waswe, dadi blong Susana hem i gohed fo wakem kanu nao?
2. Tufala ia i stat fo pikim flaoa nao o nomoa?
3. Olketa ia i no kaikai finis yet ia?
4. Waswe, waef blong hu waka long ofis moa nao?
5. Mere ia hem i gohed fo lanem Pijin nao?
6. Hasban blong yu, hem i no stat fo baem sospan yet ia?
7. Yu raetem leta go long dadi an mami blong yu finis nao o nomoa?
8. Hem i fidim pikinini blong hem moa nao?
9. Tufala boe ia i gohed fo klaem ap kokonat nao?
10. Pita an Jo, tufala i no stat fo korongisim kokorako yet ia?
11. Sista blong yu hem i marit finis nao o nomoa?
12. Sau hem i garem pikinini moa nao o nomoa?

More Variations on Verbs: Aspects

Exercise 7: Question/Answer Drill

Answer the following questions truthfully.

1. Yu laek fo toktok moa bihaen tisa hem i tok finis?
2. Yu gohed fo ridim baebol evri dei?
3. Wataem nao bae yu kaikai finis long ivning tude?
4. Bae yu kam skul moa long tumora?
5. Waswe, bae yu gohed fo stap long Honiara haomas wik?
6. Bihaen yu lusim skul long kandere blong yu watkaen waka nao yu stat fo duim fastaem?
7. Yu lukim sak finis o nomoa yet?
8. Long neks tumora bae yu kam skul moa?
9. Yu kasem maket finis nao o nomoa yet?
10. Sapos yu mitim tisa blong yu long rod, yu save gohed fo toktok weitim hem long Pijin nao o nomoa yet?

Exercise 8: Question/Answer Drill

Answer truthfully.

1. Waswe, yu gohed fo lanem Pijin yet?
2. Wataem nao yu stat fo lanem Pijin?
3. Yu kasem Malaita finis nao o nomoa yet?
4. Bae yu go baek moa long kandere blong yu, bihaen yu waka finis long Solomon?
5. Taem yu stat fo kam long Solomon, wea nao yu stap?
6. Haomas yia nao bae yu gohed fo waka long Solomon?
7. Wanem nao bae yu duim moa, taem yu lusim Solomon Aelan?
8. Bihaen yu kaikai finis long melewan dei tumora, wanem moa bae yu duim?
9. Yu tingting bae yu save kam baek moa long Solomon bihaen faev o ten yia taem?
10. Long mone, wataem nao yu stat fo lusim kam haos blong yu?
11. Yu gohed fo raetem leta go long dadi an mami blong yu long Merika o nomoa?
12. Bihaen yu lanem Pijin finis neks tumora, wanem moa baebae yu duim?

11.7 Written Exercises

Exercise 1: Translation

Use gohed fo, stat fo, finis, or moa.

1. They are working in the garden.
2. Ruth has just taken up Pijin.
3. Joe and Peter have had their dinner.
4. When are you going to start work again?
5. She is singing in Pijin now.
6. Robert began teaching Pijin this morning.
7. The dog stopped barking.
8. The old man is married again.
9. The children are still playing in the river.
10. Those women have begun cooking.
11. Those girls have finished baking the pork.
12. The old man has begun reading the book again.

More Variations on Verbs: Aspects

Exercise 2: Scrambled Sentences

Re-arrange the following to make grammatical and sensible sentences.

1. brata, waka, mi, blong, gohed fo, hem, nao, i.

2. blong, Jo, mami, hem, stat fo, kukim, nao, i, kaikai.

3. finis, korongisim, olketa, nao, bulumakao, i.

4. ia, olo, marit, man, moa, nao, i hem.

5. solwata, nao, ia, lukaotem, mere, i gohed fo, long, sela.

6. lusim, nao, hem, mi, blong, long, stat fo, fren, kam, hom, i.

7. waef, finis, nao, Tome, pikinini, hem, wasem, blong, i.

8. kaliko, wande, moa, man, baem, ia, i, hem, nao.

9. gohed fo, olketa, ia, kokonat, nao, krasem, pipol.

10. finis, mifala, Pijin, long, mans, lanem, i, neks.

MORE PARTICIPANT ROLES

Lesson Twelve

12.1 People as Goals - long

Study the following sentences.

1 a.	Jon tekem sea go long ofis.	'Jon took the chair to his office.'
b.	Yu putim boks go long tebol.	'Put the box on the table.'
2 a.	Mi givim samfala fis go long Jon.	'I gave some fish to John.'
b.	Olketa i sendem leta long gavman.	'They sent letters to the government.'

The sentences in 1 were studied in Lesson Nine. Ofis and tebol were identified there as goals. In the sentences in 2, Jon and gavman can be thought of as goals as well. To express the idea that someone is giving (sending, transferring, etc.) something to someone (indirect object), long + NOUN is used. This long + NOUN usually occurs after the object.

	SUBJECT	PM	VERB	OBJECT	GOAL MARKER	INDIRECT OBJECT
2 a.	Mi		givim	samfala fis	long	Jon
b.	Olketa	i	sendem	leta	long	gavman.

In sentences of this type, long may be omitted and the indirect object may be moved to the position immediately following the verb.

	SUBJECT	VERB	INDIRECT OBJECT	OBJECT
3.	Mi	givim	Jon	samfala fis.

More Participant Roles

12.2 Doing Things for People - fo

Notice the use of fo in these sentences:

4 a.	Olketa i wakem gaden fo mifala.	'They worked in the garden for us.'
b.	Yu singsing fo pikinini ia.	'Sing for the children.'

Fo is used to indicate that an action is being performed for the benefit of someone (benefactor). This fo + NOUN phrase usually follows the verb phrase.

	SUBJECT	PM	VERB PHRASE	BENEFIT MARKER	BENEFACTOR
4 a.	Olketa	i	wakem gaden	fo	mifala.
b.	Yu		singsing	fo	pikinini ia.

12.3 Doing Things with People - weitim

5a.	Olketa i wakem gaden fo mifala.	'They worked in the garden for us.'
b.	Olketa i wakem gaden weitim mifala.	'They worked in the garden with us.'

Weitim + NOUN is used to express the concept of performing an action with someone (concomitive). It usually occurs after the object or the verb.

	SUBJECT	PM	VERB	OBJECT	CONCOMITANT MARKER	NOUN
5 b.	Olketa	i	wakem	gaden	weitim	mifala.
6.	Jon	i	makaraon		weitim	mi.

12.4 Doing Things with Tools - long/weitim

Now look at the following two sentences and their glosses.

7 a. Hem i kilim sak long spia. 'He killed the shark with a spear.'

b. Joe hem i digim bigfala hol weitim stik. 'John dug a big hole with a stick.'

To express the idea of doing something with the use of a tool or instrument, either weitim or long + NOUN (instrument) may be used. There is no difference in the meanings of the two. The position of these weitim/long phrases is the same as that described in 12.2.

12.5 Asking About These Roles

Questions asking about these roles are of three common patterns. The entire phrase (fo/long/weitim + hu/wanem) can occur at the beginning of the sentence, followed by nao, as in 8.

	FO/ LONG/ WEITIM	HU/ WANEM	NAO	SUBJECT	PM	VERB	OBJECT
8 a.	Long	hu	nao	olketa	i	sendem	leta?
b.	Fo	hu	nao	olketa	i	wakem	gaden?
c.	Weitim	hu	nao	olketa	i	wakem	gaden?
d.	Long/ Weitim	wanem	nao	hem	i	kilim	sak?

Alternately, fo/long/weitim + hu/wanem can occur in the same position that their declarative sentence counterparts occur in, as described above and in 9.

	SUBJECT	PM	VERB	OBJECT	FO/LONG WEITIM	HU/ WANEM
9 a.	Olketa	i	sendem	leta	long	hu?
b.	Olketa	i	wakem	gaden	fo	hu?
c.	Olketa	i	wakem	gaden	weitim	hu?
d.	Hem	i	kilim	sak	long/ weitim	wanem?

More Participant Roles

Finally, the question word can come at the beginning of the sentence, with the prepositional phrase fo/weitim/long + PRONOUN in the regular declarative sentence position, as in 10.

	QUESTION WORD	SUB-JECT	PM	VERB	OB-JECT	FO/ WEITIM/ LONG	NOUN
10 a.	Hu nao	olketa	i	sendem	leta	long	hem?
b.	Hu nao	olketa	i	wakem	gaden	fo	hem?
c.	Hu nao	olketa	i	wakem	gaden	weitim	hem?
d.	Wanem nao	hem	i	kilim	sak	weitim/ long	hem?

12.6 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Pita i givim buk go long Jon.

1. givim seleni
2. Susana
3. tekem kaikai
4. olketa
5. talem nius
6. hem
7. ovarem stori
8. gele ia
9. laea
10. oloman ia
11. sing aot
12. tufala

Exercise 2: Double-Slot Substitution Drill

Tomi i wakem haos ia fo wantok blong hem.

1. mekem supsup
2. waef
3. baem fis
4. korongisim pigpig
5. olketa fren
6. klaem ap kokonat
7. lukaotem kabis
8. dadi
9. plandem yam an taro
10. karem heve nat
11. tambu
12. fidim kokorako
13. haerem trake
14. hipim ap faewud
15. kamban

Exercise 3: Double-Slot Substitution Drill

Mi waka long gaden weitim fren blong mi.

1. Jo an Sam
2. dadi blong mi
3. klinim haos
4. stap long riva
5. olketa
6. Jon an waef blong hem
7. toktok
8. tisa ia
9. sif blong Makaruka
10. kaikai
11. tufala patere ia
12. bigman blong kaonsel

More Participant Roles

Exercise 4: Integration Drill

Put the following short sentences together to make long sentences. Use weitim or long.

EXAMPLE: Teacher: Astade Tuki hem i go fising. Hem i yusim bambu.
Student: Astade Tuki hem i go fising weitim bambu.

1. Astade Tuki hem i go fising. Hem i yusim bambu.
2. Pita hem i waka. Hem i yusim naef.
3. Tufala ia i katem tri. Tufala i yusim aks.
4. Olketa i digim dren. Olketa i yusim sped.
5. Dadi blong mi i plandem taro. Hem i yusim long stik.
6. Mere ia hem i karem pikinini. Hem i yusim kaliko.
7. Olo man ia i kilim pigpig. Hem i yusim spia.
8. Krangge man ia i openem doa. Hem i yusim waea.
9. Jak i kasolem kokorako. Hem i yusim baeg.
10. Fren blong hem i sutim dogi. Hem i yusim ston.
11. Sam i krasem kokonat. Hem i yusim saukae/taukae.

Exercise 5: Transformation Drill

Change the following sentences into questions, using long hu, fo hu, weitim hu, long wanem or weitim wanem.

EXAMPLE: Teacher: Mi klaem ap kokonat weitim string.
Student: Mi klaem ap kokonat weitim wanem?

1. Rut hem i ridim buk fo pikinini blong hem.
2. Boe ia i givim kaikai go long mami blong hem.
3. Mi waka long ofis weitim tufala araikwao.
4. Olo man ia i plandem yam weitim stik.
5. Jo hem i wakem haos fo dadi blong hem.
6. Patere ia tekem go krangge man ia long sif.
7. Pita i stap long vilij weitim tambu blong hem.
8. Olketa i bras long gaden weitim naef.
9. Fren blong mi hem i givim seleni fo wantok blong mi.
10. Jon hem i ovarem stori go long trifala kanaka ia.
11. Olketa wakaman i katem heve nat long aks an naef.
12. Tufala mere ia i korongisim bulumakao fo mifala.

Exercise 6: Question Word Analysis

Make questions from the following sentences, using the words given: hu nao, long wea, weitim hu, blong hu.

EXAMPLE: Teacher: Jon waka long gaden weitim fren blong hem.
Student: Hu nao waka long gaden?
Long wea nao Jon an fren blong hem i waka?
Jon waka long gaden weitim hu?
Fren blong hu nao, Jon waka weitim hem?

1. Susana hem i waka long hospetel weitim tufala dokta.

   Hu nao .....
   Long wea .....
   Weitim hu .....

2. Sikua hem i lukaotem kabis weitim mami blong hem kolsap long riva.

   Hu nao .....
   Blong hu .....
   Long wea .....
   Weitim hu .....

3. Patere ia hem i kaikai kam long haos blong sif finis nao.

   Long wea .....
   Hu nao .....
   Blong hu .....

4. Dadi blong Rut hem i baem fis weitim oloman hem stap long sanbis ia.

   Blong hu .....
   Hu nao .....
   Long wea .....
   Weitim hu .....

More Participant Roles

5. Robet an brata blong hem, tufala i go klaem ap bitalnat long sikarap.

   Hu nao .....
   Blong hu .....
   Long wea .....
   Weitim .....

6. Ariki hem i bin kam long taon weitim wantok blong hem.

   Long wea .....
   Weitim hu .....
   Hu nao .....

7. Tufala pikinini blong Jak i go fising long solwata weitim Kupe.

   Weitim hu .....
   Blong hu .....
   Long wea .....
   Hu nao .....

8. Sista blong Josep hem jes marit nomoa weitim wanfala dokta long sios.

   Blong hu .....
   Weitim hu .....
   Long wea .....

9. Lamia baebae hem i go lotu long sios weitim waef an pikinini blong hem.

   Hu nao .....
   Long wea .....
   Blong .....
   Weitim hu .....

10. Bos blong Wale hem go baek long Merika nao weitim famili blong hem.

    Long wea .....
    Weitim hu .....
    Blong hu .....
    Hu nao .....

12.7 Written Exercises

Exercise 1:

Fill in the blanks with the correct word or phrase. (go long, fo, long, or weitim)

1. Kupe hem i givim seleni _____ brata blong hem.
2. Olketa stik ia, Pita hem i katem _____ naef ia.
3. Waef blong Jo hem i kukim supsup _____ wanfala bigman long gavman.
4. Tufala boe ia i waka long haos _____ dadi blong tufala.
5. Pikinini ia hem i troem futbol _____ nara pikinini.
6. Sau hem i korongisim kandora an kabis _____ olketa brata blong hem.
7. Trifala wakaman blong mi i kaikaim supsup _____ sel kokonat.
8. Wanfala mere nomoa hem i waka long ofis _____ olketa plande man ia.
9. Robet hem i baem staka rasin an sendem go hom _____ olketa famili blong hem.
10. Hu nao yu kam _____ long mone?
11. Wanem nao olketa i digim dren _____ hem?
12. Yu mekem desfala handol aks _____ hu ia?

More Participant Roles

Exercise 2: Translation from English to Pijin

1. The woman gave the book to her child.
2. Ruth bought a pair of long trousers for her husband.
3. Yesterday Billy went fishing with his brothers.
4. Those workmen cut the grass with bush knives.
5. Sam kicked the ball to one of his teammates.
6. Mother made this shirt for my friend.
7. Who came home with you the day before yesterday?
8. My father husked the coconuts with a stick.
9. Who did you give the money to?
10. Dorothy goes to school with her sister every day.
11. For whom are you making this food?
12. Tom cut the coconut tree with an axe.

EXPRESSING REASON AND EFFECT

Lesson Thirteen

13.1 Fo 'in order to'

Notice the position of fo in the following sentences.

1 a.	Robet i go long taon fo baem kaliko.	'Robert went to town to buy clothes.'
b.	Tufala i katem lif fo korongisim kaikai.	'They cut the leaves to bake the food.'

In these sentences, fo is used to express the purpose or the reason for the action in the main sentence. In this sense it is equivalent to English "to". It usually occurs after the main sentence and immediately before a verb.

	MAIN SENTENCE	fo	VERB	
1 a.	Robet hem i go long taon	fo	baem	kaliko.
b.	Tufala i katem lif long bus	fo	korongisim	kaikai.

13.2 Bikos 'because'

Compare these sentences to their English glosses.

2 a.	Sau hem i stap long hia bikos hem i tekem pikinini kam long hospetel.	'Sau is here because she brought her child to the hospital.'
b.	Mi tuwet nao bikos mi swim kam long riva.	'I'm wet because I waded across the river.'

In Pijin, bikos is used in very much the same way as 'because' in English, that is to introduce a clause explaining the purpose or reason behind the main action of the sentence. It always immediately precedes the cause clause.

	MAIN CLAUSE	bikos	CAUSE CLAUSE
2 b.	Mi tuwet nao	bikos	mi swim kam long riva.

Expressing Reason and Effect

13.3 Dastawe 'therefore/so'

3 a.	Sau hem i tekem pikinini kam long Namba Naen, dastawe hem i stap long hia.	'Sau brought her child to the hospital, and so she is staying here.'
b.	Mi go mitim wantok blong mi, dastawe mi tulet.	'I met my wantok so I'm late.'

In the sentences in 2 above, the cause clause follows bikos. In the sentences in 3, the effect clause follows dastawe.

	MAIN CLAUSE	dastawe	EFFECT CLAUSE
3 b.	Mi go mitim wantok blong mi,	dastawe	mi tulet.

13.4 Asking the Purpose or Reason

Notice the form and position of the question words in the following sentences:

4 a.	Waswe yu wokabaot go long taon?	'Why did you walk to town?'
b.	Yu wokabaot go long taon waswe?	
c.	Fo wanem nao yu wokabaot go long taon?	
d.	Yu wokabaot go long taon fo wanem?	

There are several ways to ask 'why' in Pijin. You may use either waswe or fo wanem. These question words may occur either at the beginning or the end of the sentence.

13.5 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Mi go long maket fo baem fis.

1. taro
2. stoa
3. bitalnat
4. Honiara
5. sote
6. kokorako
7. busari
8. bulumakao
9. pigpig
10. basa
11. olo kaliko
12. kaikai

Exercise 2: Double-Slot Substitution Drill

Mi go long maket bikos mi wande baem fis.

1. kumara
2. stoa
3. manggo
4. taon
5. long kwi
6. bred
7. bia
8. hotel
9. waen
10. nius pepa
11. kaikai
12. boten

Exercise 3: Transformation Drill

Change the following sentences to questions using waswe.

EXAMPLE: Teacher: Ariki hem i go long maket.
Student: Waswe Ariki hem i go long maket?

1. Hem i katem olketa kokonat tri ia.
2. Jo hem i plei weitim dogi olowe.
3. Tufala boe ia i kam hom kwiktaem tumas.
4. Man ia hem i wipim pikinini blong hem.
5. Desfala liu ia hem i go long taon.
6. Fren blong yu hem i tuwet.
7. Waef blong Maek hem i stap long ofis.
8. Pita hem i lusim ki blong hem olowe nomoa.
9. Pikinini ia hem i no save wasem kaliko blong hem seleva.
10. Mere ia hem i sing aot olowe nomoa.
11. Dadi blong Jon hem i no save baem kaliko fo waef blong hem.
12. Jak hem i no save tingting hevi long dadi an mami blong hem.

Expressing Reason and Effect

Exercise 4: Transformation Drill

Move the question word to the end of the sentence.

EXAMPLE: Teacher: Fo wanem nao yu go long maket?
Student: Yu go long maket fo wanem?

1. Fo wanem nao waef blong yu lusim kam haos?
2. Fo wanem nao brata blong hem i katem tri ia?
3. Fo wanem nao olo man ia i sing aot olobaot fo hem ia?
4. Fo wanem nao olketa ia i kilim staka pigpig ia?
5. Pikinini ia i krae fo wanem long melewan naet ia?
6. Fo wanem nao tufala ia i klaem ap kokonat fo hem ia?
7. Yu wearem long kwi[illegible]o wanem long hotfala dei olsem ia?
8. Fo wanem nao mere ia havem kaliko hem tuwet ia?
9. Fo wanem nao olketa i katem plande heve nat fo hem ia?
10. Fo wanem nao hasban blong yu hem i go fising long Sabat fo hem ia?
11. Fo wanem nao olo man ia i wande enikaen tumas fo hem ia?
12. Fo wanem nao Jon hem sing aot long waef blong hem olowe?

Exercise 5: Question/Answer Drill

1. Waswe yu go long maket?
2. Yu go waswe long Pos Ofis?
3. Waswe yu go long boten?
4. Yu go waswe long busari?
5. Waswe yu go long beng?
6. Yu go waswe long hotel?
7. Waswe yu go long kastom haos?
8. Yu go waswe long sikarap?
9. Waswe yu go long solwata?
10. Yu go waswe long skul?
11. Waswe yu go long hospetel?
12. Yu go waswe long riva?

Exercise 6: Question/Answer Drill

Answer the following questions truthfully.

1. Waswe nao yu kam long Solomon?
2. Yu lanem Pijin fo wanem?
3. Yu laekem Solomon o nomoa? Waswe?
4. Yu garem gaden long ples blong yu o nomoa? Waswe?
5. Waswe nao yu no go waka long narafala kandere?
6. Yu laek fo gogo long eaplen o long sip? Waswe?
7. Yu no wande go long sios? Waswe?
8. Yu laek fo kaikaim kaikai blong mifala o nomoa? Waswe?
9. Yu laek fo fidim pigpig o nomoa? Waswe?
10. Yu tingting fo go baek long kandere blong yu nao o nomoa yet? Waswe?
11. Waswe, yu laek fo plei futbol? Waswe?
12. Waswe, yu bin kam long klas tulet long las wik o nomoa? Waswe?

Expressing Reason and Effect

13.6 Written Exercises

Exercise 1: Translation

1. Ruth sang a song to amuse her child.

2. Sam bought a new pair of shorts because he wanted to give them to his father.

3. Why did you leave the office so early?

4. What is Joe making that canoe for?

5. Fred's friend didn't come home last night because it was raining heavily.

6. What did you do that for?

7. My brother ran all the way home to see his friend, Robert.

8. She wrote a letter to the priest because she wanted to find out about the missing bottle of wine.

9. Why did they slaughter so many pigs?

10. The old man lit the fire to warm himself.

11. What is he using that knife for?

12. Her husband couldn't make it to the meeting because he was sick.

Expressing Reason and Effect

Exercise 2: Scrambled Sentences

1. long, blong, fo wanem, go, dadi, hospetel, hem, i, yu.

2. ia, i go, tufala, long, fo, tekem, mere, gaden, kam, kasara.

3. go, i, olketa, bikos, basari, olketa, baem, wande, pigpig, long.

4. nao, go, waswe, long, man, ia, long, sios, dei, melewan, olsem.

5. hem, i, Robet, bus, fo katem, go, stik, fo, haos, hem, blong.

6. go, olo, man, ia, bikos, long, waksap, hem, wande, i, motoka, hem, blong, tekem.

7. blong, mi, brata, i, hem, long, riva, fo, go, hipim, ap, ston.

8. haos, waswe, blong, nao, go, olketa, fren, i, long, yu?

9. sing, aot, pikinini, Ariki, fo, blong, kaikai.

10. blong, hem, fren, hem, i, klaem, ap, bikos, wande dringim, grinwan, kokonat.

11. long, waswe, waka, nao, beng, yu?

12. korongisim, waef, yu, blong, bulumakao, fo wanem?

EXPRESSING ABILITY, KNOWLEDGE, AND CONVENTION

Lesson Fourteen

14.1 Save + Verb

Read the following sentences and their translations.

1 a. Olketa i save fiksim motoka. 'They are physically able to fix/know how to fix/are accustomed to fixing cars.'

b. Mi save tekem go long haos. 'I am physically able to take/know how to take/am accustomed to taking them to the house.'

In Pijin, save covers a wide range of meanings. When followed by a verb, save can express physical ability, competence or habit and thus can be translated as either 'can', 'know how to', or 'be accustomed to'. It occurs between the predicate marker and the verb.

	SUBJECT	PM	save	VERB	
1 a.	Olketa	i	save	fiksim	motoka
b.	Mi		save	tekem	go long haos.

14.2 Fitim fo/Inaf fo + Verb

Now compare the sentences in 1 above with those in 2 and 3. Notice in particular the words immediately preceding the verbs and their translations.

2 a. Man ia i fitim fo waka long ofis. 'The man is capable of working in the office.'

b. Sista blong mi fitim fo lukaotem pikinini. 'My sister is capable of raising children.'

3 a. Gele ia inaf fo lanem langwis. 'The girl is skilled at learning languages.'

b. Robet hem inaf fo fising. 'Robert is skilled at fishing.'

There are a couple of important differences between the sentences with save and those with fitim and inaf. First, neither fitim nor inaf (or naf) share the same wide range of meanings as save. Fitim conveys the idea of competence, either physical, mental or emotional. Inaf indicates skill at performing an action. Second, both fitim and inaf are followed by fo and a verb.

	SUBJECT	PM	fitim/inaf	fo	VERB	
2 a.	Man ia	i	fitim	fo	waka	long ofis.
3 a.	Gele ia		inaf	fo	lanem	langwis.

14.3 Negatives

There are several negative forms corresponding to the affirmative forms listed above.

14.3.1 Kanduit + Verb

Notice the similarities and differences between the sentences and translations in 4 below.

4 a. Olketa i kanduit fiksim motoka. 'They are physically unable to/ don't know how to/aren't allowed to fix cars.'

b. Mi kanduit tekem go long haos. 'I am physically not able to/ don't know how to/am not allowed to take them to the house.'

Like save, kanduit (or kanduim) covers a wide range of meanings. It can mean physical inability, lack of knowledge or lack of permission or authority. It occurs between the predicate marker and the verb.

	SUBJECT	PM	kanduit	VERB	
4 a.	Olketa	i	kanduit	fiksim	motoka.
b.	Mi		kanduit	tekem	go long haos.

Expressing Ability, Knowledge, and Convention

14.3.2 No save + Verb

Now look at these sentences with no save and their range of meanings compared with those with save and kanduit.

5 a. Mi no save klaem ap kokonat. 'I don't know how to climb/am unable to climb/am not in the habit of climbing coconut trees.'

b. Olketa i no save fiksim motoka. 'They don't know how to fix/are unable to fix/aren't in the habit of fixing cars.'

No save covers all of the negative counterparts of the meanings covered by save. Some, but not all, of its meanings overlap with those associated with kanduit. The position of no save in a sentence is the same as save.

	SUBJECT	PM	no save	VERB	
5 a.	Mi		no save	klaem ap	kokonat.
b.	Olketa	i	no save	fiksim	motoka.

14.3.3 No fitim fo / no inaf fo + Verb

The negative forms no fitim and no inaf (or no naf) convey the ideas of lack of competence (either physical, mental or emotional) and lack of skill, respectively. They are followed by fo and a verb.

	SUBJECT	PM	no fitim/ no inaf	fo	VERB	
6.	Man ia	i	no fitim	fo	digim	dren.
7.	Patere ia	i	no naf	fo	draevem	motoka.

14.4 Oral Exercises

Exercise 1: Expansion Drill

Insert save in the following sentences.

EXAMPLE: Teacher: Mi klaem ap kokonat.
Student: Mi save klaem ap kokonat.

1. Mi klaem ap kokonat.
2. Gloria hem i korongisim yam long umu.
3. Maek hem i draevem motoka.
4. Fren blong mi hem i fiksim trake.
5. Brata blong hem hem i plei ragbi.
6. Olketa i toktok long Pijin.
7. Boe ia i dringim bia.
8. Olo man ia i fising long net.
9. Mere ia i singsing weitim gita.
10. Pikinini blong tufala ia i tok swea.
11. Waef blong Jon hem i soem ap long kwi.
12. Hem i kaikaim taro an kumara.
13. Gele ia i kukim supsup banana.
14. Robet hem i mekem spia.
15. Kaimanisi hem i lukaotem ilfis an ura.

Exercise 2: Transformation Drill

In Exercise 1, change the sentences to negative using no save.

EXAMPLE: Teacher: Mi klaem ap kokonat.
Student: Mi no save klaem ap kokonat.

Exercise 3: Double-Slot Substitution Drill

Man ia fitim fo fising.

1. plei futbol
2. sista blong mi
3. lukaotem pikinini
4. mere ia
5. tralala
6. tufala boe ia
7. waka long ofis
8. bos blong mi
9. toktok nomoa
10. olo mere ia
11. stap kwaet long haos nomoa
12. sik man ia

Expressing Ability, Knowledge, and Convention

Exercise 4: Transformation Drill

Change these sentences to negative using kanduit.

EXAMPLE: Teacher: Pita i save draevem trak.
Student: Pita i kanduit draevem trak.

1. Pita i save draevem trak.
2. Susana i save plei netbol.
3. Trifala araikwao ia i save padolem kanu.
4. Fren blong Jo i save wakem sea.
5. Elen i save lukaotem pikinini.
6. Mami blong hem i save singsing.
7. Olketa gele ia i save duim kastom dans.
8. Patere ia i save tok long Pijin.
9. Maek an Gloria i save fidim dogi.
10. Mifala i save haerem motoka blong hem.
11. Hem i save ranem stoa.
12. Hedmasta blong skul ia i save plei krikit.

Exercise 5: Transformation Drill

Change the sentences in Exercise 4 to negative using no fitim fo.

EXAMPLE: Teacher: Pita i save draevem trak.
Student: Pita i no fitim fo draevem trak.

Exercise 6: Multiple-Slot Substitution Drill

Olketa i save fiksim motoka.

1. draevem
2. sigal
3. no save
4. klinim
5. kaliko
6. soem ap
7. kanduit
8. sote
9. aeanem
10. fitim fo
11. wearem
12. long kwi
13. save
14. baem
15. no fitim fo
16. hanwas
17. garem
18. lukaotem

Exercise 7: Question/Answer Drill

1. Yu save ran fo wan mael long tri minit o nomoa?
2. Yu kanduit toktok long Pijin ia?
3. Waswe, yu fitim fo draevem plen o nomoa?
4. Yu no save nem blong tisa blong yu?
5. Yu no fitim fo lukaotem wael pigpig ia?
6. Waswe yu save wokabaot raonem aelan ia long wan dei?
7. Yu kanduit klaem ap kokonat tri yet?
8. Yu fitim fo korongisim bulumakao long umu nao o nomoa?
9. Waswe, yu no save pos ofis yet?
10. Yu no fitim fo duim kastom dans long Solomon ia?
11. Yu save sutim sak weitim spia o nomoa?
12. Waswe, yu kanduit fo faendem snou long Solomon?

Exercise 8: Question/Answer Drill

1. Yu save haomas fo sendem leta go long Merika long ea?
2. Waswe, yu kanduit fo baem lan long hia?
3. Yu fitim fo pleim futbol o nomoa?
4. Wanem nao yu no save baem long maket long hia?
5. Watkaen waka nao yu no fitim fo duim?
6. Yu save hao fo pleim gita o nomoa?
7. Waswe yu kanduit fiksim waeles?
8. Watkaen kaliko yu fitim fo wearem long kandere blong yu?
9. Yu no save wakem sea? Waswe?
10. Yu no fitim fo fidim staka kokorako? Waswe?
11. Bihaen yu lusim Solomon, wanem bae yu save duim?
12. Yu tingting yu save stap long nara kandere go kasem tu yia?

Expressing Ability, Knowledge, and Convention

14.5 Written Exercises

Exercise 1: Scrambled Sentences

1. hao fo, save, yu, gita, pleim, waswe, nomoa, o?
2. no save, spia, mekem, Robet.
3. futbol, ia, man, plei, no fit fo.
4. blong, bos, mi, fitim fo, ofis, waka, nomoa, long.
5. ia, kanduit fo, mere, lukaotem, i, pikinini.
6. i, sigal, olketa, save, draevem.
7. no fitim fo, olo, man, ia, long kwi, baem.
8. blong, waef, no save, Jon, soem ap, sote.
9. plei, fitim fo, yu, futbol.
10. long, patere, save, ia, i, Pijin, tok, no.
11. waeles, waswe, kanduit, yu, fiksim, nao?
12. dans, long, yu, Solomon, no fitim fo, duim, kastom?

Exercise 2: Translation Exercise (English to Pijin)

1. Are you able to come to my house tomorrow?
2. My father does not know how to drive a car.
3. Why can't you buy a house here?
4. He is physically fit to dig the drain.
5. Billy does not have the skill to fix an engine.
6. That boy can climb a coconut tree.
7. The old man is not in the habit of eating pork.
8. She is unfit so she can't win the race.
9. Joe is unable to work daily.
10. What sort of job are you willing to do?
11. I am not qualified to do this.
12. Do you have the expertise to write a book?

EXPRESSING OBLIGATION

Lesson Fifteen

15.1 Mas + Verb

Compare the sentences in 1, which you studied in the last lesson, with those in 2. Look particularly at the position of mas.

1 a. Brata blong yu i save waka had.	'Your brother can work hard.'
b. Yumi save bonem olketa rabis.	'We can burn the rubbish.'
2 a. Brata blong yu i mas waka had.	'Your brother must work hard.'
b. Yumi mas bonem olketa rabis.	'We must burn the rubbish.'

When mas precedes a verb, it indicates that the actor is obliged to carry out the action of the verb. Mas assumes the same position in the sentence as save, i.e., between the predicate marker and the verb.

	SUBJECT	PM	mas	VERB	
2 a.	Brata blong yu	i	mas	waka	had
b.	Yumi		mas	bonem	olketa rabis.

15.2 Negative Obligation - mas no and kanduit

There are at least two ways to express negative obligation in Pijin. Study the sentences in 3 and 4 below.

3 a. Brata blong yu i mas no waka had.	'Your brother mustn't/ shouldn't work hard.'
b. Yumi mas no bonem rabis.	'We mustn't/shouldn't burn the rubbish.'
4 a. Brata blong yu i kanduit waka had.	'Your brother mustn't/ can't work hard.'
b. Yumi kanduit bonem rabis.	'We mustn't/can't burn the rubbish.'

The sentences in 3 could be said if there were a prohibition against working hard or burning rubbish. But they could also be said if it is simply better not to do these things. In this sense, it is a somewhat weaker negation than English 'must not.' It also includes the area of meaning covered by English 'should not.' Notice that the negative marker follows mas.

	SUBJECT	PM	mas	NM	VERB	
3 a.	Brata blong yu Yumi	i	mas mas	no no	waka bonem	had. rabis.

The sentences in 4 could also be said if there were a prohibition against working hard or burning rubbish. In addition, however, they can convey a sense of inability. Thus they could be said if your brother were very weak or if the rubbish were wet. Kanduit as a negative marker has also been explained in section 14.3.1 of Lesson 14.

Expressing Obligation

15.3 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Pikinini blong Jo i mas go long skul tumora.

1. baeleg go long taon
2. olketa wakaman
3. hipim ap kokonat
4. Hare an Pita
5. katem kavara
6. tufala man ia
7. plandem yam an taro
8. samfala mere
9. lukaotem faewud
10. mifala
11. klinim haos blong sif
12. Maek an Gloria

Exercise 2: Utterance-Response Drill

Listen to the sentence about Jo. Then make a sentence about Sau using mas no.

EXAMPLE: Teacher: Jo hem i mas klaem ap kokonat.
Student: Sau hem i mas no klaem ap kokonat.

1. Jo hem i mas klaem ap kokonat.
2. Jo hem i mas ridim desfala buk.
3. Jo hem i mas go plei futbol.
4. Jo i mas helpem man ia.
5. Jo i mas aeanem kaliko tumora.
6. Jo hem i mas go long boten las wik.
7. Jo hem i mas go long sip.
8. Jo i mas lanem Ingglis.
9. Jo hem i mas maritim wantok blong mi.
10. Jo hem i mas fidim bulumakao.
11. Jo hem i mas slip long melewan long rum.
12. Jo i mas baem sote an long kwi.

Exercise 3: Expansion Drill

Add mas to the following sentences.

EXAMPLE: Teacher: Brata blong Bili hem i fiksim jonson.
Student: Brata blong Bili hem i mas fiksim jonson.

1. Brata blong Bili hem i fiksim jonson.
2. Olketa pikinini go long skul tude.
3. Yufala pipol long hia salem plande samting long maket.
4. Samfala man an mere i go helpem patere ia long sios.
5. Dokta hem i sei yumi bonem olketa rabis.
6. Sif blong mifala hem i tingting hevi long gavman.
7. Moabeta yumi draevem trak ia go long taon.
8. Man ia i katem bigfala tri kolsap long riva ia.
9. Tufala gele ia i stap seleva long haos astade.
10. Hedmasta i wipim pikinini weitim loeaken.
11. Bili i troem olketa botol ia.
12. Tufala mere long desfala haos ia i waka had.

Exercise 4: Expansion Drill

Add mas no to the sentences in Exercise 3.

EXAMPLE: Teacher: Brata blong Bili hem i fiksim jonson.
Student: Brata blong Bili hem i mas no fiksim jonson.

Exercise 5: Question/Answer Drill

1. Waswe, yu mas wearem but long Mendana Hotel?
2. Waswe, yu mas kam long bas evri mone?
3. Waswe, yu mas kaikaim B.S.A. raes evride?
4. Waswe, yu mas lanem Pijin long Solomon?
5. Waswe, yu mas wasem titi blong yu evride?
6. Waswe, yu mas flae taem yu lusim Solomon?
7. Waswe, yu mas lukim dokta taem yu sik?
8. Waswe, yu mas stap kwaet taem tisa i tok?
9. Waswe, yu mas openem doa sapos yu fil hot?
10. Waswe, yu mas draeva isi long melewan dei?
11. Waswe, yu mas putim mani blong yu long beng?
12. Waswe, yu mas bonem evri rabis?

Expressing Obligation

Exercise 6: Guided Response Drill

Respond with an appropriate sentence with mas or no mas.

EXAMPLE: Teacher: Pikinini ia hem i garem beleran.
Student: Hem i mas go lukim dokta.

1. Pikinini ia hem i garem beleran.
2. Fred hem i garem lou mak long skul olowe.
3. Hasban blong Gloria hem i garem bigfala bele.
4. Mere ia hem i babule kasem siks mans nao.
5. Pita hem i stap long laebrari.
6. Enjin blong Maek hem i bagarap.
7. Dogi blong Bili hem i hanggre.
8. Olketa motoka gohed fo raran long rod yet.
9. Bos blong Jak wande lukim hem.
10. Desfala riva hem i ran.
11. Long mone tumora bae yu stat fo waka long siks klok.
12. Moskito hem i staka long hia long naet.

Exercise 7: Free Response Drill

Indicate how you would respond in the following situations, using mas or mas no.

1. Sapos yu tisa long Tangarare Skul an yu wande go long Honiara fo baem samfala samting, wanem yu mas duim fastaem?

2. Sapos yu go long haos b'long Gavna fo pati, wanem yu mas no duim?

3. Yu go long wanfala vilij an yu laek fo dringim grin kokonat, wanem nao yu mas duim fastaem?

4. Sapos yu wanfala mere an yu go long wanfala vilij, watkaen samting yu mas no duim taem yu lukim haos blong olketa boe?

5. Yu go stap long wanfala ples wea moskito staka fo gud, wanem nao yu mas baem?

6. Sapos yu go long rum wea wanfala smol pikinini i slip long hem, wanem nao yu mas no duim?

7. Wan naet yu wokabaot an yu lukim wanfala man hem i stilim samfala samting long wanfala stoa, wanem nao yu mas duim?

8. Sapos yu kam long klas tulet, wanem nao yu mas talem tisa blong yu?

9. Sapos you gogo daon long hil long motoka blong yu, wanem nao yu mas no duim?

10. Sapos yu wande go long nara kandere watkaen samting nao yu mas garem?

11. Wanem nao yu mas no duim taem plen hem i jes rere nomoa fo flae?

12. Watkaen samting nao yu mas duim fastaem bifoa yu go insaed long haos blong nara man?

Expressing Obligation

15.4 Written Exercises

Exercise 1: Guided Response Drill

Write out the answers to Oral Exercise 6 on page 128.

Exercise 2: Question Word Analysis

Make questions based on the model sentences using the words provided.

1. Jon hem i mas stat fo waka long eit toti evride.

   Hu nao _____?

   Wanem nao _____?

   Wataem nao _____?

2. Kaimanisi mas no laetem faea kolsap long ples wea oel stap.

   Hu nao _____?

   Wanem nao _____?

   Wea nao _____?

3. Fren blong Jo mas kam hom kwiktaem bikos dadi blong hem i sik tumas.

   Hu nao _____?

   Waswe nao _____?

   Wea _____?

4. Sam mas no kaikaim loli olowe bikos titi blong hem i roten finis.

   Hu _____?

   Waswe _____?

   Wanem _____?

5. Bili an waef mas givim pikinini blong tufala namba wan kaikai, nogud hem i sik.

   Hu nao _____?

   Watkaen nao _____?

   Waswe nao _____?

6. "Yu mas no lusim plande seleni long bia", Maek hem i talem olsem long wantok blong hem.

   Wanem nao _____?

   Hu nao _____?

   Watkaen nao _____?

EXPRESSING DESIRE

Lesson Sixteen

16.1 Wande(m)/Laek(em) (fo) + VERB

Compare the position of wande(em) and laek(em) in the sentences in 3 with the position of save and mas in the sentences in 1 and fitim and inaf in the sentences in 2.

1 a. Brata blong yu i save waka had.	'Your brother can work work hard.'
b. Yumi mas bonem olketa rabis.	'We must burn the rubbish.'
2 a. Sau i fitim fo lukaotem pikinini.	'Sau is capable of raising children.'
b. Robet hem inaf fo fising.	'Robert is skilled at fishing.'
3 a. Yufala i wandem lanem Pijin.	'You want to learn Pijin.'
b. Olo man ia i wande fo maritim gele ia.	'The old man wants to marry the girl.'
c. Yufala i laekem fo lanem Pijin.	'You want to learn Pijin.'
d. Olo man ia i laek maritim gele ia.	'The old man wants to marry the girl.'

Wande(m) and laek(em) both express a desire on the part of the actor to perform the action of the verb. However, unlike most verbs in Pijin, the transitive marker -m or -em is optional when wande and laek are followed by verbs. Second, there may or may not be a fo between wande(m) or laek(em) and the following verb. The presence or absence of fo has no bearing on the meaning of the sentence. Thus, these two verbs can pattern like mas and save, immediately followed by a verb, or like fitim and inaf, followed by fo and a verb.

Expressing Desire

	SUBJECT	PM	laek(em) wande(m)	VERB	
1 a.	Brata blong yu	i	save	waka	had.
b.	Yumi		mas	bonem	olketa rabis.
3 a.	Yufala	i	wandem	lanem	Pijin.
b.	Olo man ia	i	laek	maritim	gele ia.

	SUBJECT	PM	laek(em) wande(m)	fo	VERB	
2 a.	Sau	i	fitim	fo	lukaotem	pikinini.
b.	Robet hem		inaf	fo	fising.	
3 b.	Olo man ia	i	wande	fo	maritim	gele ia.
c.	Yufala	i	laekem	fo	lanem	Pijin.

16.2 Wandem/Laekem + NOUN (+ fo) + VERB

Now notice how these sentences are different from those in 2 above.

4 a. Sau i wandem dokta fo lukim pikinini. 'Sau wants the doctor to look at her child.'

b. Mi wandem pikinini klaem ap kokonat. 'I want the child to climb the coconut tree.'

c. Hem i laekem wantok fo stap weitim hem. 'He wants his wantok to stay with him.'

d. Mere hem i laekem Jon go skul long Ingglan. 'Mary wants John to go to school in England.'

In the sentences above, the subject expresses a desire for someone else to perform the action of the verb. That 'someone else' follows wandem or laekem and is the subject of the following verb. As with the examples in 16.3 above, fo may optionally be absent from these sentences without a change in meaning.

	SUBJECT	PM	wandem/ laekem	SUBJECT	(fo)	VERB
4 a.	Sau	i	wandem	dokta	fo	lukim pikinini
d.	Mere	i	laekem	Jon		go skul long Inggland.

Expressing Desire

16.3 Negatives

The negative counterparts of the sentences described in 16.1 and 16.2 follow the pattern seen with save, fitim fo, and inaf fo (see Lesson 14). The negative marker no occurs before wande or laek.

	SUBJECT	PM	NEGATIVE	wande/ laek (fo)	VERB	
5.	Yufala	i	no	wande	lanem	Pijin.
6.	Olo man ia	i	no	laek (fo)	maritim	gele.

Now compare the examples below to those in 5 and 6. Take note of the negative markers and the translations.

7 a. Tufala i no wandem tisa fo tok tumas.
b. Tufala i wandem tisa fo no tok tumas.
c. Tufala i no wandem tisa fo no tok tumas.

'They don't want the teacher to talk too much.'

8 a. Hem i no laekem fren fo lusim seleni long bia.
b. Hem i laekem fren fo no lusim seleni long bia.
c. Hem i no laekem fren fo no lusim seleni long bia.

'He doesn't want his friend to waste money on beer.'

In the above examples, the negative marker no can be placed either before the first verb (wandem or laekem) or before the second verb (here, tok or lusim) or both, all of which have the same meaning.

	SUB-JECT	PM	NM	wandem/ laekem	SUB-JECT	(fo)	NM	VERB
7 a.	Tufala	i	no	wandem	tisa	fo		tok tumas.
b.	Tufala	i		wandem	tisa	fo	no	tok tumas.
c.	Tufala	i	no	wandem	tisa	fo	no	tok tumas.

16.4 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Olketa pikinini wande swim long riva.

1. lukluk long plen
2. bus kanaka ia
3. go liv long taon
4. olo man ia
5. baem bitalnat
6. Kaimanisi
7. maritim wanfala Tio
8. fren blong mi
9. haerem trake blong skul
10. tisa ia
11. pleim futbol olowe
12. Jak an Tomas

Exercise 2: Replacement Drill

Change wande in the following sentences to laek fo.

EXAMPLE: Teacher: Mi wande lanem hao fo draevem motoka.
Student: Mi laek fo lanem hao fo draevem motoka.

1. Mi wande lanem hao fo draevem motoka.
2. Olketa pikinini blong Jon ia i wande kaikaim loli olowe.
3. Samfala wantok blong hem wande lanem Pijin.
4. Desfala man hem i onem stoa ia hem wande salem sigal.
5. Dadi and mami blong Sam wande memba long sosaeti.
6. Mi lukim wanfala kurukuru hem i wande leim eg.
7. Astade tufala dogi i wande faet long rod.
8. Las naet brata blong mi wande go fising bat hem i hevi ren.
9. Babule mere ia hem i wande kaikaim fis olowe nomoa.
10. Wanem nao olketa fren blong yu wande korongisim?
11. Watkaen sote nao tufala boe ia i wande baem long stoa.
12. Waswe nao gele ia i wande maritim olo man ia?

Expressing Desire

Exercise 3: Transformation Drill

Change the sentences in Exercise 2 to negative using no wande.

EXAMPLE: Teacher: Mi wande lanem hao fo draevem motoka.
Student: Mi no wande lanem hao fo draevem motoka.

Exercise 4: Transformation Drill

Change the sentences in Exercise 2 to negative using no laek fo.

EXAMPLE: Teacher: Mi wande lanem hao fo draevem motoka.
Student: Mi no laek fo lanem hao fo draevem motoka.

Exercise 5: Multiple-Slot Substitution Drill

Dadi blong yu i wande baem lan.

1. busarem pigpig ia
2. laek fo
3. Wantok blong Jo
4. lukim wanfala gele
5. wande
6. Kamban blong mi
7. faet long hotel olowe
8. no wande
9. gogo long sios evridei
10. Stoa man ia
11. no laek fo
12. waka long gaden

Exercise 6: Question/Answer Drill

1. Wanem nao yu laek fo kaikaim?
2. Watkaen waka nao yu no laek fo duim?
3. Waswe nao yu wande putim seleni blong yu long beng?
4. Watkaen muvi yu no wande fo lulukim?
5. Wanem nao yu laek fo duim long Sarere an Sande?
6. Watkaen kaliko yu no laek fo wearem?
7. Wea nao yu wande go long Krismas?
8. Wanem nao yu no wande fo duim long Honiara taem yu jes kam?
9. Singsing blong hu nao yu laek fo herem tumas?
10. Watkaen ples yu laek fo visitim moa long Solomon?
11. Wanem nao yu no laek fo kaikaim taem yu sik?
12. Wea nao yu wande go bihaen yu lusim klasrum?

Exercise 7: Multiple-Slot Substitution Drill

Sau hem i wandem dokta fo lukim pikinini ia.

1. hasban blong hem
2. krasem kokonat
3. laekem
4. sista blong hem
5. wandem
6. waka long beng
7. brata blong hem
8. no laekem
9. lusim seleni long bia
10. Jo an Robet
11. no wandem
12. skul long Inggian.

Exercise 8: Question/Answer Drill

1. Wanem nao yu laekem mami blong yu fo kukim?
2. Watkaen fis nao yu wandem fren blong yu fo tekem kam?
3. Hu nao yu wandem fo waka weitim yu?
4. Waswe nao yu no laekem fren blong mi fo kam?
5. Wanem nao yu no wandem tisa blong yu fo duim?
6. Hu nao yu laekem fo draevem motoka blong yu.
7. Watkaen buk nao yu wandem stoa man ia fo odarem?
8. Wanem nao yu no wandem kamban blong yu fo talem yu taem yu kros?
9. Waswe nao yu no laekem olketa fren blong yu fo kam hom taem yu no stap?
10. Watkaen kabis nao yu laekem hem fo baem fo yu long maket?
11. Wanem nao yu wandem sista blong yu fo sendem yu?
12. Watkaen singsing nao yu no wandem wantok blong yu fo singim?

Expressing Desire

Exercise 9: Question Chain

Your teacher will describe a situation and ask a question. Answer the question and then ask one of your classmates the same thing.

EXAMPLE: Teacher: Bifoa yu kam long Solomon ating yu garem plande samting wea yu laek fo tekem kam weitim yu. Watkaen samting nao yu wande tekem kam?
Student: Mi wande tekem kam samfala buk, wanfala kamera, an gele fren blong mi.

1. Bifoa yu kam long Solomon ating yu garem plande samting wea yu laek fo tekem kam weitim yu. Watkaen samting nao you wande tekem kam?

2. Sapos yu go visitim Ingglan, wanem nao bae yu wande lukim?

3. Wanfala big ren i kam long ples blong yu an wasem plande haos, tri an trake. Watkaen nius nao yu wandem mami and dadi blong yu fo talem yu fastaem long leta o telefon?

4. Fren blong yu hem i go visitim Tahiti an hem i sei sapos yu wandem presen yu save talem go long hem. Watkaen samting nao yu laekem fren blong yu fo tekem kam fo yu?

5. Sapos yu garem staka seleni an yu wande baem motoka an yu go long wanfala stoa wea olketa salem plande deferen motoka, bae watkaen nao yu laek fo baem?

6. Yu go long boten blong wanfala Saena an yu lukim staka kaikai, bae watkaen kaikai nao bae yu wande kaikaim?

16.5 Written Exercises

Exercise 1: Guided Answer

EXAMPLE: Mere laek fo ridim buk. Waswe long yu?
Mi laek fo ridim buk tu.

1. Mere laek fo ridim buk. Waswe long yu?
2. Gloria no laek fo stap long taon. Waswe long yu?
3. Kupe wande go visitim olketa nara kandere. Waswe long yu?
4. Wantok blong mi no laekem waka long ofis. Waswe long yu?
5. Patere ia no wande dring bia olowe. Waswe long yu?
6. Robet laek fo herem singsing blong olketa pipol long Fiji. Waswe long yu?
7. Tomas wande kaikai fis an kokonat olowe. Waswe long yu?
8. Bili no laek fo toktok long Pijin weitim samfala fren blong hem. Waswe long yu?
9. Tufala ia no wandem tisa fo tok tumas long klasrum. Waswe long yu?
10. Fren blong Maek hem i laek fo mitim Kwin long Ingglan tumas. Waswe long yu?
11. Mi wande go swim long solwata long taem hem i hot fo gud. Waswe long yu?
12. Hem no laek fo lusim seleni blong hem long smok. Waswe long yu?

Expressing Desire

Exercise 2: Translation Exercise

1. Sam is keen to learn Pijin.
2. Joe wants to go to town.
3. My friend is not interested in going to school.
4. They don't want us to live near the main road.
5. Peter is fond of eating sweets.
6. The child loves coconut juice.
7. She doesn't want me to go back to my home country.
8. His friend is not in the mood for talking today.
9. What do you like to drink?
10. Does your friend want Peter to go fishing or not?
11. Why is it that you don't intend to come with us?
12. Which do you prefer, kumara or yams?

SOME AGENTLESS SENTENCES

Lesson Seventeen

17.1 Complex Sentences with hem as Subject

Look at the following sentences. Pay particular attention to the use of hem.

1 a.	Plandem plande yam hem i gud.	'Planting a lot of yams is good.'
b.	Hem i gud fo plandem plande yam.	'It's good to plant a lot of yams.'

In the first sentence, plandem plande yam can be thought of as the topic and hem, which refers to the planting of yams, is the subject.

	TOPIC	SUBJECT	PM	ADJECTIVE
1 a.	Plandem plande yam	hem	i	gud

In the second sentence, plandem plande yam comes after the main clause hem i gud and is preceded by fo. Depending on the context, hem could refer to a person or, as the translation here indicates, to the planting of yams. In the second reading, the agent or actor (that is, the person doing the planting) is unspecified.

	SUBJECT	PM	ADJECTIVE	fo	TOPIC
1 b.	Hem	i	gud	fo	plandem plande yam

Some Agentless Sentences

17.2 Hem Sentences with Beneficiaries and Agents

Now look at the use of fo in these sentences.

2 a.	Hem i gud mi plandem plande yam.	'It's good that I plant a lot of yams.'
b.	Hem i gud fo mi plandem plande yam.	'It's good that I plant a lot of yams.'/
c.	Hem i gud fo mi fo plandem plande yam.	'It's good for me that a lot of yams are planted.'

In sentence 2a., the person(s) who will benefit (the beneficiary) is not specified but I am the person who is doing the planting (the agent). Notice that in this sentence, there is no fo.

	SUBJECT	PM	ADJECTIVE	AGENT	VERB PHRASE
2 a.	Hem	i	gud	mi	plandem plande yam

Sentences 2b. and 2c. are ambiguous. Either sentence can mean that the beneficiary is unspecified and that I am the agent, the same as the meaning of sentence 2a. But, both sentences can also mean that I will benefit from the action, and the person(s) who will do the planting are unspecified. The use of fo after gud causes this ambiguity. The second fo is optional.

	SUB-JECT	PM	AD-JECTIVE	fo	BENEFIC. AGENT	fo	VERB PHRASE
2 b.	Hem	i	gud	fo	mi		planden plande yam.
c.	Hem	i	gud	fo	mi	fo	plandem plande yam.

17.3 Other Sentences with hem as Subject

In Pijin, there are some sentences which truly don't have referents for hem. These tend to be weather and time sentences, as in 3.

3 a.	Hem i big ren tumas.	'It's raining hard.'
b.	Hem i melewan dei nao.	'It's noon.'

Some Agentless Sentences

17.4 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Hem i gud fo plandem plande taro.

1. kipim seleni long beng
2. waes
3. ting hevi long olketa sif
4. moabeta
5. wearem kastom kaliko
6. fani
7. toktok long nara langwis
8. had
9. sensem tingting blong nara man
10. no isi
11. havem long kwi an sote olowe
12. katkat

Exercise 2: Transformation Drill

Move the final clause to the front of the sentence, as in the example.

EXAMPLE: Teacher: Hem i waes sapos yu duim deswan.
Student: Sapos yu duim deswan hem i waes.

1. Hem i barava sapos yu korongisim pigpig olsem olketa.
2. Hem i fani sapos yu slip weitim su long leg.
3. Hem i nogud sapos yu hitim pikinini long hed.
4. Hem i stret sapos waef blong yu ting hevi long yu.
5. Hem i waes fo olketa i wakem haos farawe long solwata.
6. Hem i moabeta fo sik man ia i go lukim dokta.
7. Hem i rong sapos yu mekfan long olketa pipol i olo tumas.
8. Hem i katkat fo mere ia i wearem sut blong pulis.
9. Hem i isi sapos yu lanem langwis blong olketa.
10. Hem i gud fo samfala man i go lotu olowe.
11. Hem i craet sapos fren blong yu kam hom long melewan naet.
12. Hem i had fo baem motoka taem yu jes stat waka nomoa.

Some Agentless Sentences

Exercise 3: Expansion Drill

Make new sentences by adding hem i and the word given to the sentences below, as in the example.

EXAMPLE: Teacher: Mi waka long gaden. (waes)
Student: Hem i waes mi waka long gaden.

1. Olketa i lanem Pijin blong Solomon. (gud)
2. Mifala i wearem kabilato go long skul. (fani)
3. Tufala mere ia i busarem pigpig. (tambu)
4. Desfala man ia i stilim seleni long ofis. (rong)
5. Fren blong Maek i wakem bigfala haos. (moabeta)
6. Sau i tok Ingglis long araikwao ia. (barava)
7. Anggol blong mi i mekem plande kaving. (nambawan)
8. Dadi blong Jo i haedem staka seleni long bus. (nogud)
9. Patere ia i raosem pikinini ia. (stret)
10. Waef blong Jon i havem red long kwi. (katkat)
11. Kaimanisi i rerem bigfala trake ia go daon long hil. (stael)
12. Olo mere ia i stap olowe long haos nomoa. (waes)

Exercise 4: Question/Answer Drill

1. Wanem nao hem i katkat fo wearem?
2. Watkaen samting nao hem i gud fo man long nara kandere fo lanem?
3. Wanem nao hem i fani fo lukim?
4. Watkaen samting nao hem i tambu fo duim long vilij?
5. Waswe nao hem i rong fo draeva long raet long hia?
6. Wanem nao hem i moabeta fo baem olowe?
7. Watkaen kaikai noa hem i isi fo kukim?
8. Waswe nao hem i waes fo no boelem kabis long taem tumas?
9. Wanem nao hem i had fo duim taem yu sik?
10. Watkaen buk hem i isi fo ridim olowe?
11. Wanem nao hem i nambawan fo kaikaim taem kol?
12. Watkaen wei nao hem i barava fo korongisim bulumakao?

Some Agentless Sentences

Exercise 5: Guided Answer Drill

Listen to the situation described and then give an appropriate response using hem i + VERB.

EXAMPLE: Teacher: Sapos yu i wakem haos blong yu long andanit long wanfala big tri. Taem big win hem i kam, tri fol daon an spoelem haos blong yu.

Student: Hem i no gud fo wakem haos long andanit long tri.

1. Yu lusim haos blong yu fo go long nara ples bat yu no lokem. Taem yu kam baek, yu lusim samfala samting long haos.
2. Sapos yu garem lou mak long klas olowe an tisa blong yu raosem yu, yu fil sore lelebet an tingting baek long hom tu.
3. Yu go long wanfala miting wea olketa pipol i wearem enikaen sut nomoa bat yu no havem gud kaliko an bihaen yu fil sem nao.
4. Wantaem yu go go visitim fren blong yu long melewan naet an fren blong yu i no hapi long deskaen wei bikos hem i wande slip tumas.
5. Sapos yu wande go long nara aelan an yu go long sip bae long taem tumas bifoa yu kasem ples ia.
6. Taem olketa man i busarem pigpig, samfala mere wande helpem olketa man bat sif long ples raosem olketa mere fo no kam kolsap.
7. Sapos yu tisim olketa pikinini an olketa i no save toktok long klas, hem i minim olketa i fraet long yu.
8. Yu brekem lo blong gavman an wanfala pulis man i askem yu samfala kwestin long wanem yu duim rong.
9. Sapos yu wande go swim long solwata o long riva an yu wearem long kwi baebae yu kanduit swim kwiktaem ia.
10. Wantaem yu kolem wanfala Saena long Honiara 'Waku' an hem i kros long yu.

Some Agentless Sentences

17.5 Written Exercises

Exercise 1: Scrambled Sentences

1. gud fo, plande, fis, hem, salem, i.
2. dringim, waes, i, hem, fo, wata, klin.
3. sapos, su, hem, slip, i fani, yu, leg, weitim, long.
4. fo, an, long kwi, katkat, sote, i, havem, hem.
5. i, rong, olo, yu, sapos, mekfan, pipol, long, olketa, hem.
6. i, toktok, sapos, save, moabeta, long, yu, langwis, nara, hem.
7. barava, i, sapos, hem, yu, olketa, olsem, pigpig, korongisim.
8. kaikai, i, isi, hem, watkaen, kukim, fo?
9. kol, nambawan, wanem, i, taem, nao, fo, kaikaim, hem.
10. tambu, olketa, i, mere, busarem, hem, fo, pigpig.
11. pikinini, raosem, i, hem, patere, stret, ia, ia, i.
12. had, i, fo, hem, duim, taem, yu, sik, wanem nao?

Some Agentless Sentences

Exercise 2: Translation Exercise

1. It's not safe to walk in the bush alone.
2. It's wise to lock your house when you go out.
3. It's forbidden for women to go into the boys' house.
4. It's funny to watch children play.
5. It's really refreshing to have a beer after a period of hard work.
6. It's classy to wear long trousers with a long sleeve shirt.
7. It's not easy rearing children.
8. It's wrong to disobey your parents.
9. It's better for you to bank your money.
10. Why is it right and proper to respect the authority?
11. What is wrong about having too many children?
12. Why is it hard to live in an urban center?

ORDERING AND REQUESTING

Lesson Eighteen

18.1 Simple Commands

Look at the alternative ways to give a command.

1 a. Kaondem mani ia.
b. Yu kaondem mani ia. } 'Count the money.'

2 a. No klaem ap tri ia.
b. Yu no klaem ap tri ia. } 'Don't climb the tree.'

In Pijin, the easiest way to give an order is to use a sentence without a subject as in 1a. Alternatively, you may include the subject yu as in 1b.

	SUBJECT	VERB	
1 a.		Kaondem	mani ia.
b.	Yu	kaondem	mani ia.

Negative commands are formed with no placed before the verb.

	SUBJECT	NO	VERB	
2 a.		No	klaem ap	tri ia.
b.	Yu	no	klaem ap	tri ia.

18.2 Polite Requests

Now read the more polite ways to make a request.

3 a. Yu (no) save klaem ap kokonat fo mifala?	'Can('t) you climb up the coconut tree for us?'
b. Mi (no) wandem yu fo tekem leta ia go long taon.	'I (don't) want you to take the letter to town.'
c. Hem i (no) gud fo yu (fo) klaem kokonat.	'It would (not) be good for you to climb the coconut tree.'

Requests can be made more polite by using (no) save in a question, as in 3a., mi (no) wandem yu as in 3b., or hem i (no) gud (fo) yu, as in 3c. These structures have been explained in Lessons 14, 16, 17, respectively.

Ordering and Requesting

18.3 Oral Exercises

Exercise 1: Action Chain

EXAMPLE: Teacher: Yu openem doa.
(Student opens door.)
Teacher: Wanem nao yu duim?
Student: Mi openem doa.

1. Yu openem doa.
2. Klinim blakbod.
3. Yu klosem buk.
4. Talem nem blong yu.
5. Putim sea go long andanit long tebol.
6. Soem basket blong yu.
7. Kaondem olketa pipol long klas.
8. Yu kam ap long mamana blong klas.
9. Tasem hed blong yu.
10. Yu bitim tebol trifala taem.
11. Dropem buk go daon long graon.
12. Yu raetem nem blong yu long blakbod.
13. Givim mi pensel blong yu.
14. Yu stan ap weitim wanfala leg.
15. Kavarem ae blong yu long han blong yu.

Exercse 2: Transformation Drill

Change the commands in Exercise 1 to negative.

EXAMPLE: Teacher: Yu openem doa.
Student: Yu no openem doa.

Exercise 3: Action Chain

Repeat Exercise 1 using save.

EXAMPLE: Teacher: Yu openem doa.
Student: Yu save openem doa?

Exercise 4: Transformation Drill

Change the commands in Exercise 1 to the negative using no save.

EXAMPLE: Teacher: Yu openem doa.
Student: Yu no save openem doa?

Exercise 5: Action Chain

Repeat Exercise 1, but use Yu talem fo.

EXAMPLE: Teacher: Yu openem doa.
(Student opens door.)
Teacher: Wanem nao mi talem yu.
Student: Yu talem mi fo openem doa.

Exercise 6: Guided Answer

Listen to what the teacher tells you about him/herself and make an appropriate command.

EXAMPLE: Teacher: Mi fil hot tumas.
Student: Hem i gud fo yu fo openem doa.
(or Yu save dringim kolfala wata ia?)

1. Mi fil hot tumas.
2. Mi hanggre.
3. Hed blong mi soa fo gud.
4. Mi wande dring.
5. Mi sendem leta fo dadi blong mi.
6. Mi taed tumas.
7. Mi laek fo kaikaim pigpig.
8. Mi wande baem kabis.
9. Mi laekem smok nao.
10. Mi no garem seleni nao.
11. Mi no laek fo tis.
12. Mi fil kol tumas.

Ordering and Requesting

Exercise 7: Guided Answer Drill

Listen to what your teacher tells you. Then answer the question he/she asks.

EXAMPLE: Teacher: Yu stap long stoa an yu laekem stoaman fo soem yu olketa sote, wanem nao bae yu talem hem?

Student: Tekem kam sote.
(or Mi wande yu fo tekem kam sote ia.)

1. Yu stap long stoa an yu laekem stoaman fo soem yu olketa sote, wanem nao bae yu talem hem?

2. Yu wande sendem leta go long Merika an yu laekem fren blong yu fo tekem go long Pos Ofis, hao no bae yu talem hem?

3. Sapos yu stap long haos blong wanfala man yu no save long hem gudfala and yu laek fo yusim toelet blong hem, wanem nao bae yu sei long hem?

4. Motoka blong yu hem no gud an yu wandem wanfala man long waksop fo fiksim, hao nao bae yu talem hem.

5. Sapos yu stap long wanfala vilij an yu laekem wanfala boe fo klaem ap grin kokonat fo you, wanem nao bae yu sei long hem?

6. Yu stap long klasrum an yu laekem wanfala skul pikinini fo tekem kam olketa buk long ofis, hao nao bae yu askem hem?

7. Yu lukim wanfala big faea kolsap long haos blong yu an yu wandem faea trake fo kam, hao nao bae yu kolem olketa faeanan long telefon?

8. Yu mekem wanfala pati long haos blong yu an laekem bos blong yu an waef blong hem fo kam, wanem nao bae yu sei long tufala?

9. Yu stap long haos blong yu an yu wandem waef, hasban o fren blong yu fo givim yu kol dring long aesboks, wanem nao bae yu talem hem?

10. Yu go long Honiara Hotel an yu tingting fo stap lelebet taem fo dringim wanfala bia, wanem nao bae yu sei long baman?

11. Sapos yu tisa long wanfala skul an yu laekem hedmasta fo helpem yu fo raetem wanfala leta go long wanfala big man, wanem nao bae yu sei long hem?

12. Sapos yu laek fo baroem samfala seleni long fren blong yu, wanem nao bae yu sei long hem?

18.4 Written Exercises

Exercise 1: Translation Exercise

1. Open the book.
2. Show me your pen.
3. Can you open the door?
4. Put your hands on your head.
5. Write numbers 1-10 on the blackboard.
6. Can you bring me a piece of chalk?
7. Say the word "BAGARAP" after me.

Ordering and Requesting

8. Close the door please.

9. Can you come to the front of the class?

10. Give me your book.

11. Can you take this letter to your teacher?

12. Clean the blackboard.

Exercise 2: Sentence Formation

Write requests using the words given.

1.	doa	6.	kuki	11.	klinim
2.	soem	7.	sea	12.	rolem go
3.	tekem kam	8.	bringim kam	13.	sidaon
4.	bia	9.	onem	14.	talem kam
5.	jonson	10.	basket	15.	baero

LESSON NINETEEN

Comparing Things

19.1 Comparisons Using Olsem

Read the sentences in 1 and 2.

1 a.	Buk blong mi hem i olsem buk blong yu.	'My book is like your book.'
b.	Kanu ia hem i olsem kanu long ples blong mi.	'This canoe is like the canoe at my village.'
2 a.	Desfala tri hem i no olsem tri hem i stap mamana long haos.	'This tree is not like the tree in front of the house.'
b.	Pijin blong Solomon hem i no olsem Tokpisin.	'Solomon Islands Pijin is not like Tokpisin.'

In these sentences, olsem is translated as 'like'. To indicate that two things are similar, olsem occurs after the predicate marker and before the second member of the comparison.

	TOPIC	SUBJECT	PM	olsem	NOUN PHRASE
1 a.	Buk blong mi	hem	i	olsem	buk blong yu.
b.	Kanu ia	hem	i	olsem	kanu long ples blong yu.

To indicate that two things are not similar, the negative marker no or nating occurs between the predicate marker and olsem.

	TOPIC	SUBJECT	PM	NM	olsem	NOUN PHRASE
1 a.	Desfala tri	hem	i	no	olsem	tri hem i stap mamana long haos.
b.	Pijin blong Solomon.	hem	i	no	olsem	Tokpisin.

19.2 Comparisons Using ADJECTIVE/ADVERB/NOUN PHRASE/etc + olsem

Now compare the sentences in 1 and 2 with those in 3 and 4 below.

3 a.	Jon hem i was strong olsem sak.	'John paddles as strong as a shark.'
b.	Hed blong yu hem i hot olsem ston long umu.	'Your head is as hot as a stone in an umu.'
c.	Sau hem i plandem big-fala gaden olsem Ana.	'Sau planted as big a garden as Ann.'
4 a.	Kirakira hem i no big olsem Honiara.	'Kirakira isn't as big as Honiara.'
b.	Jo hem i no waka had olsem Pita.	'Joe doesn't work as hard as Peter.'
c.	Mi no garem plande pikinini olsem brata blong mi.	'I don't have as many children as my brother.'

In the sentences in 1 and 2, olsem can be translated as 'like'. When olsem is preceded by an adjective, adverb, or adjective plus noun, the English equivalent is 'as ... as'.

		ADJ/ADV/VERB NOUN PHRASE	olsem	NOUN PHRASE
3 a.	Jon hem i	was strong	olsem	sak.
b.	Hed blong yu hem i	hot	olsem	ston long umu.
c.	Sau hem i	plandem bigfala gaden	olsem	Ana.

19.3 Comparisons with winim

Now look at the difference in meaning between the sentences with olsem studied above and those with winim below.

5 a.	Mamula hem i big winim katukatu.	'A mamula is bigger than a katukatu.'
b.	Jonson hem i gogo fas winim sigal.	'A Johnson is faster than a Seagull.'
c.	Mi faendem staka sel winim yufala.	'I have found more shells than you.'

Winim, when preceded by an adjective, adverb, or adjective plus noun, can be translated as 'more' or '-er'. It occurs in the same place in the sentence as olsem.

		ADJ/ADV/ NOUN PHRASE	winim	NOUN PHRASE
5 a.	Mamula hem i	big	winim	katukatu.
	Jonson hem i	gogo fas	winim	sigal.
	Mi	faendem staka sel	winim	yufala.

The negative versions of these sentences have the negative marker in the same position as other sentences without the winim phrase.

19.4 Superlatives

To express superlatives, winim evriwan is used, as in the following sentences.

6 a. Haos blong sif hem i big winim evriwan.	'The chief's house is the biggest.'
b. Helen hem i kuk gud winim evriwan.	'Helen is the best cook.'

19.5 Other Uses of Olsem

In addition to comparisons, olsem is used to mean 'as follows' or 'such as' followed by a list of specifics or examples.

7. Yu mas duim olsem.	'You must do this.'
8. Hem i save toktok long staka langwis, olsem Are'are, Arosi, Bugotu, Nendö.	'He can speak a lot of languages, such as Are'are, Arosi, Bugotu, Nendö.

Comparing Things

19.6 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Naef blong mi hem i olsem naef blong yu.

1.	long kwi	5.	kanu	9.	aks
2.	sote	6.	pigpig	10.	dogi
3.	hanwas	7.	kokorako	11.	tingting
4.	haos	8.	buk	12.	gita

Exercise 2: Transformation Drill

Repeat Exercise 1 making the sentences negative.

EXAMPLE: Naef blong mi hem i no olsem naef blong yu.

Exercise 3: Integration Drill

Combine the following sentences using an adjective and olsem.

EXAMPLE: Teacher: Hevi blong mi wan handred fifti.
Hevi blong yu wan handred fifti.
Student: Mi hevi olsem yu.

1. Tol blong haos ia hem i fiftin fit. Tol blong tri ia hem i fiftin fit.
2. Long blong snek ia hem i wan fadem. Long blong sak ia hem i wan fadem.
3. Bulumakao blong Pita i bigfala. Bulumakao blong Jo i bigfala tu.
4. Fren blong mi hanggre. Fren blong yu hem i hanggre tu.
5. Sote blong Jon hem i doti. Sote blong mi hem i doti.
6. Fislaen blong Lamia hem i nambawan. Desfala fislaen hem i nambawan.
7. Sutlaet blong Maek hem i redfala. Jak hem i garem redfala sutlaet.
8. Sif ia garem staka seleni. Bob i garem staka seleni.
9. Desfala rum hem i tudak. Nara rum hem i tudak.
10. Gloria hem i katkat. Waef blong Jon hem i katkat.
11. Yam hem i kaikai gud. Kumara hem i kaikai gud.
12. Pikinini ia hem i save kastom dans. Dadi blong hem i save kastom dans.

Exercise 4: Integration Drill

Combine the following sentences as you did in Exercise 3, but this time use an adjective and no olsem.

EXAMPLE: Teacher: Tol blong mi 5 fit 10 insis. Tol blong pikinini ia 4 fit stret.
Student: Pikinini ia hem i no tol olsem mi.

1. Mere ia hem i fat lelebet. Man ia hem i fat tumas.
2. Sigal hem i kostem $200.00. Jonson hem i kostem $500.00.
3. Hae blong tri ia i 150 fit. Hae blong hil ia hem i 300 fit.
4. Elen hem i hanggre lelebet nomoa. Sau hem i hanggre tumas.
5. Hevi blong kanu ia hem i 40. Hevi blong enjin hem i 20.
6. Kaliko blong man ia hem i red lelebet. Kaliko blong Mere ia i barava red.
7. Sote ia hem i no klin gud. Long kwi ia i barava klin gud.
8. Man ia hem i strong lelebet. Mere ia hem i strong fo gud.
9. Motoka ia hem i save ran long 100 mael long wan aoa. Famol i save ran long 30 mael nomoa long wan aoa.
10. Long blong snek ia i 5 fit. Long blong string ia i 3 fit nomoa.
11. Olketa pisin i plande lelebet nomoa. Olketa kokorako i staka fo narakaen nao.
12. Dadi blong hem i kasem 70 yia nao. Dadi blong mi hem i kasem 65 yia nomoa.

Comparing Things

Exercise 5: Multiple-Slot Substitution Drill

Mamula blong mi hem i big winim mamula blong yu.

1.	Haos	5.	Mere	9.	Hasban
2.	olo	6.	smol	10.	ris
3.	Pikinini	7.	Bulumakao	11.	Fren
4.	tol	8.	hevi	12.	hadwak

Exercise 6: Integration Drill

Go back to the sentences in Exercise 4 and combine these sentences using an adjective and winim.

EXAMPLE: Teacher: Tol blong mi 5 fit 10 insis.
Tol blong mi pikinini ia 4 fit stret.

Student: Mi tol winim pikinini ia.

Exercise 7: Integration Drill

Repeat Exercise 4 again using no (mas) and an adjective plus winim.

EXAMPLE: Teacher: Tol blong mi 5 fit 10 insis.
Tol blong pikinini ia 4 fit stret.

Student: Pikinini ia hem i no tol winim mi.

Exercise 8: Utterance/Response Drill

Listen to the following sentences and then make a sentence using winim evriwan.

EXAMPLE: Teacher: Ej blong Jo twenti faev yia. Ej blong Rut toti. Ej blong Stivin twenti nomoa.

Student: Rut hem i olo winim evriwan.

1. Long blong Riva Amason hem i 3900 mael. Long blong Riva Nael hem i 3485 mael. Riva Ganjes hem i 1550 mael nomoa.

2. Praes blong fis hem i 50¢ long wan paon. Praes blong pigpig hem i $1.20 long wan paon. Bulumakao hem i 90¢ long wan paon.

3. Hevi blong Jo hem i 140. Hevi blong Sau i 120. Hevi blong Gloria hem i 180.

4. Hae blong kastom haos hem i 6 fadem. Hae blong ofis ia hem i 10 fadem. Hae blong sios haos ia hem i 8 fadem.

5. Jope hem i garem $200.00. Susana hem i garem $500.00. Kupe hem i garem $700.00.

6. Robet hem i ran wan mael long 10 minit. Fransis hem i ran wan mael long 6½ minit. Sam hem i ran wan mael long 4 minit.

7. Makira garem 13,000 pipol. Galekana garem 31,000 pipol. Malaita garem 60,000 pipol.

8. Haos blong Maek hem i garem tufala bedrum. Haos blong Pita hem i garem tufala bedrum. Haos blong sif hem i garem faevfala bedrum.

9. Pa hem i stat waka long siks klok. Ma hem i stat waka long seven klok. Da hem i stat waka long eit klok.

Comparing Things

Exercise 9: Picture Pattern Practice

Make sentences based on the picture, using (no) (ADJECTIVE) olsem or (no) (ADJECTIVE) winim.

Exercise 10: Spontaneous Pattern Practice

Tell about the following topic from your own experience using olsem or winim.

1. olketa brata an sista blong yu
2. waka yu duim
3. singsing yu laekem
4. muvi yu wande lulukim
5. buk yu laek fo ridim
6. olketa stoa long kandere blong yu
7. olketa haos long kandere blong yu
8. kaikai long ples blong yu
9. pipol long kandere blong yu
10. hotel an boten long ples blong yu
11. praes blong olketa kaikai blong ples blong yu
12. kaliko olketa pipol save wearem long kandere blong yu

19.7 Written Exercises

Exercise 1: Sentence Formation Exercise

Make sentences with the following words.

1. naef / sap / winim

2. man ia / waka / olsem

3. tri ia / hae / winim

4. wata / kol / olsem / aesboks

5. gele ia / katkat / winim / mami / hem

6. Jo / hevi / olsem / Pita

7. Riva Nael / long / winim / Riva Amazon.

8. Fren / mi / olo / olsem / yu

9. Bulumakao ia / big / winim / hos

10. Sote / Jak / doti / olsem / long kwi / hem

11. Flaoa / red / winim / kaliko

12. Hasban / Gloria / tol / winim / hasban / Sau

Comparing Things

Exercise 2: Utterance/Response Exercise

Write out one sentence for each of the topics in Oral Exercise 10.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

MORE ABOUT VERBS: MODIFYING ACTIONS

Lesson Twenty

20.1 Jes and Kolsap

Compare the sentences in 1 with those in 2 and 3.

1 a.	Alfred hem i bin wakem haos ia.	'Alfred built a house.'
b.	Gres hem i bin go long taon.	'Grace went to town.'
2 a.	Alfred hem i jes wakem haos ia.	'Alfred has just built the house.'
b.	Gres hem i jes go long taon.	'Grace has just gone to town.'
3 a.	Alfred hem i kolsap wakem haos ia.	'Alfred is about to build the house.'
b.	Gres hem i kolsap go long taon.	'Grace is about to go to to town.'

Notice two things about the above sentences. First, jes and kolsap, like bin tell about when the action takes place. Jes is used when an action has taken place in the recent past or immediately preceding a specific point in time. Kolsap is used when an action is about to take place in the immediate future or in relation to a specific point in time.

Second, notice that jes, like bin and kolsap, when modifying verb phrases occurs between the predicate marker and the verb.

		PM	jes/kolsap	VERB	
2 a.	Alfred hem	i	jes	wekem	haos ia.
3 b.	Gres hem	i	kolsap	go	long taon.

More About Verbs:
Modifying Actions

20.2 Yet

Now study the use of yet in the following sentences.

4 a.	Man ia hem i no waka finis yet.	'The man isn't finished working yet.'
b.	Sif blong ples ia hem i laev yet.	'The chief of this village is still alive.'

Yet is used to indicate that a state of affairs is still in effect or an action is still taking place at the present time or at a given point in time. Yet occurs at the end of the verb phrase, at the end of the sentence, or between the negative marker and the verb.

		VERB PHRASE	yet
4 a.	Man ia hem i	no waka finis	yet.
b.	Sif blong ples ia hem i	laev	yet.

20.3 Moa

Look at how moa is used in these sentences.

5 a.	Saena hem i openem moa stoa blong hem.	'The Chinese man will open the store again.'
b.	Saena hem i openem stoa blong hem moa.	'The Chinese man will open the store again.'

Moa is used to indicate that an action takes place or a state is in effect again. In other words it indicates that an action or state is repeated. It can occur after the verb or at the end of the sentence.

20.4 Time/Frequency Adverbials

The sentences below contain time and frequency modifiers. Compare them to the other modifiers studied in this lesson.

6 a.	Patrick hem i wantaem go fising.	'Patrick went fishing once.'
b.	Gres hem i wakem gaden oltaem weitim bigfala stik ia.	'Grace always works in the garden with this big stick.'
c.	Hem i kukim fis long faea stretewe.	'He/she cooked the fish on the fire right away.'

There is a group of words in Pijin which tell when or how often an action takes place. These words can occur in a sentence either between the predicate marker and the verb (as in 6a), after the verb phrase (as in 6b.), or at the end of the sentence (as in 6c.). Words of this kind include:

destaem	'now'
enitaem	'anytime'
evritaem	'always'
fastaem	'first, already, immediately'
kwiktaem	'quickly, soon'
olowe	'always, all the time'
oltaem	'always, all the time'
stretewe	'immediately, at once'
wantaem	'one time, once'

More About Verbs:
Modifying Actions

20.5 Oral Exercises

Exercise 1: Double-Slot Substitution Drill

Pita hem i kolsap kilim pigpig ia.

1. maritim gele ia
2. jes
3. brekem aks
4. sapenem naef
5. kolsap
6. raosem pikinini ia
7. kwiktaem
8. kliarem olketa rabis
9. olowe
10. fidim olketa kokorako
11. go long kastom haos
12. kolsap

Exercise 2: Double-Slot Substitution Drill

Helen hem i go long sios olowe.

1. moa
2. waka long ofis
3. kwiktaem
4. klosem doa
5. kasolem kasusu
6. evritaem
7. helpem mami blong hem
8. wasem kaliko long riva
9. wantaem
10. sik bigfala
11. babule
12. moa

Exercise 3: Expansion Drill

Add the word following the sentence to the sentence the teacher gives you.

EXAMPLE: Teacher: Man ia hem i no waka finis. (pause) (yet)
Student: Man ia hem i no waka finis yet.

1. Man ia hem i no waka finis. (yet)
2. Stoa hem i open nao. (kolsap)
3. Hare hem i baem motoka. (jes)
4. Olketa i bonem rabis. (kwiktaem)
5. Olo man ia i sik. (olowe)
6. Hem i raetem leta. (moa)
7. Pikinini hem i garem bakua. (wantaem)
8. Elen hem i wokabaot long skul. (oltaem)
9. Tufala brata ia tufala i faet. (kolsap)
10. Dadi blong mi hem i no kasem eiti yia. (yet)
11. Bos blong hem i kam long ofis. (no yet)
12. Dogi blong patere ia hem i krae. (evritaem)

Exercise 4: Question/Answer Drill

1. Wanem nao yu jes kaikaim bifoa yu kam long mone?
2. Waswe yu klinim titi blong yu evritaem?
3. Wataem nao baebae yu kam long skul moa?
4. Wanem nao yu i duim olowe long Sarere an Sande?
5. Taem yu i jes kam long Solomon wea nao yu i stap?
6. Ofis blong Pis Kop i stap kolsap long wea?
7. Waswe hem i gud fo lukim dokta kwiktaem taem yu i sik?
8. Watkaen frut long Solomon yu i no yet testem?
9. Yu kasem Betikama skul finis o nomoa yet?
10. Yu kaikaim fis evritaem o nomoa?
11. Olketa fren blong yu olketa i toktok weitim yu long Pijin olowe o nomoa?
12. Waswe tisa blong yu hem i raosem yu wantaem o nomoa yet?

Exercise 5: Question/Answer Drill

Ask either your teacher or a fellow student questions about themselves using the following words:

1. kolsap
2. evritaem
3. jes
4. oltaem
5. yet
6. no yet
7. wantaem
8. moa
9. olowe
10. kwiktaem

More About Verbs:
Modifying Actions

20.6 Written Exercises

Exercise 1: Sentence Formation Exercise

Make sentences using the following words. You will have to use more words than just those given here.

1. olketa, no, korongisim, yet

2. ofis, stap, kolsap

3. jes, peim, sote

4. pikinini, skul, olowe

5. babule, mere, moa

6. fren, mi, fising, oltaem

7. olketa, kwiktaem, bonem, mas

8. bakua, wantaem, garem

9. Gres, marit, yet

10. melewan naet, krae, evritaem

11. bos, openem, moa

12. rereem, umu, jes

More About Verbs:
Modifying Actions

Exercise 2: Translation Exercise

1. Billy has just won the race.

2. Ellen helps her mother all the time.

3. My children always go to church on Sundays.

4. They have not yet completed building the house.

5. My wife has started work again.

6. Once he had broken his left leg in a game of soccer.

7. My mother comes home quickly after work.

8. Has the boy gone to the beach yet?

9. She speaks Pijin everyday.

10. His teacher has almost finished writing the letter.

RELATIVE CLAUSES

Lesson Twenty-One

21.1 Subject Focus

Compare the following sentences and their translations.

1.	Mi lukim wanfala man.	'I saw a man.'
	Man hem i garem wanfala leg nomoa.	'The man had only one leg.'
2.	Mi stori weitim olketa man.	'I talked with the men.'
	Olketa man i wakem haos.	'The men were building a house.'
3 a.	Mi lukim wanfala man hem i garem wanfala leg nomoa.	'I saw a man who had only one leg.'
b.	Mi lukim wanfala man i garem wanfala leg nomoa.	
c.	Mi lukim wanfala man hu hem i garem wanfala leg nomoa.	
d.	Mi lukim wanfala man hu i garem wanfala leg nomoa.	
4 a.	Mi stori weitim olketa man olketa i wakem haos.	'I talked with the men who were building the house.'
b.	Mi stori weitim olketa man i wakem haos.	
c.	Mi stori weitim olketa man i wakem haos.	
d.	Mi stori weitim olketa man hu i wakem haos.	

In the examples above, the sentences in 1 and 2 are simple sentences. The sentences in 3 and 4 contain relative clauses. Notice that when the subject noun phrase of the relative clause is the focus of the relative clause, several possibilities exist for joining the two sentences:

a) the subject pronoun (i.e., hem, olketa) of the relative clause may be retained, as in 3a and 4a;
b) the subject pronoun may be omitted, as in 3b and 4b;
c) the relative pronoun (i.e., hu, wea) may mark the beginning of the relative clause and the subject personal pronoun may be retained, as in 3c and 4c;
d) the relative pronoun may be used without the personal pronoun, as in 3d and 4d.

Notice too that the relative pronoun wea may be used with either persons or things, but hu may be used only with human nouns.

21.2 Object/Instrument/Commitive Focus

Now notice how the following sentences are similar to and different from those studied in the previous section.

5.	Mi lukim man Yu hitim man ia.	'I saw the man.' 'You hit the man.'
6.	Enjin hem i stap long stoa. Yu baem enjin.	'The engine is in the store.' 'You bought the engine.'
7.	Mi digdig weitim sped. Mi kanduit faendem sped.	'I was digging with the spade.' 'I can't find the spade.'
8.	Mi waka weitim man ia. Mi go lukim man ia.	'I work with the man.' 'I went to see the man.'
9 a.	Mi lukim man yu hitim hem.	'I saw the man you hit.'
b.	Mi lukim man yu hitim.	
c.	Mi lukim man hu yu hitim hem.	
d.	Mi lukim man hu yu hitim.	
10 a.	Enjin yu baem hem hem i stap long stoa.	'The engine you bought is in the store.'
b.	Enjin yu baem hem i stap long stoa.*	
c.	Enjin wea yu baem hem hem i stap long stoa.	
d.	Enjin wea yu baem hem i stap long stoa.*	

Relative Clauses

11 a. Mi kanduit faendem sped mi digdig weitim hem. b. Mi kanduit faendem sped mi digdig weitim. c. Mi kanduit faendem sped wea mi digdig weitim. d. Mi kanduit faendem sped wea mi digdig weitim hem.	'I can't find the spade I was digging with.'
12 a. Mi go lukim man mi waka weitim hem. b. Mi go lukim man mi waka weitim. c. Mi go lukim man wea mi waka weitim hem. d. Mi go lukim man wea mi waka weitim.	'I went to see the man I work with.'

NOTE: *The hem in the sentences is a part of the double subject construction (see Lesson 2.1.2). These sentences would also be grammatical without the hem.

Notice that object focus clauses can be relativized in the same four ways as subject focus clauses can, that is, with or without a personal pronoun and with or without a relative pronoun.

21.3 Dative/Benefactive/Genitive Focus

The following sets of sentences are slightly different from those above. Can you tell how?

13. Man ia hem i stap long stoa. 'The man is in the store.'
Mi givim seleni long man ia. 'I gave money to the man.'

14. Tisa ia hem i sik. 'The teacher is sick.'
Mi tis fo tisa ia. 'I taught for the teacher.'

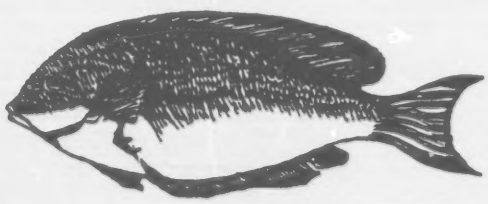
15. Tisa ia hem i sik. 'The teacher is sick.'
Mi tisim klas blong tisa ia. 'I taught that teacher's class.'

16 a. Man mi givim seleni long hem hem i stap long stoa.
b. Man wea mi givim seleni long hem hem i stap long stoa.' } 'The man I gave the money to is in the store.'

17 a. Tisa mi tis fo hem hem i sik.
b. Tisa wea mi tis fo hem hem i sik. } 'The teacher I taught for is sick.'

18 a. Tisa mi tisim klas blong hem hem hem i sik.
b. Tisa hu mi tisim klas blong hem hem i sik. } 'The teacher whose class I taught is sick.'

As with the other relative clauses studied thus far, the relative pronoun hu or wea is optional in dative, benefactive and genitive focus relative clauses. The dative, benefactive or genitive pronoun (i.e., hem), however, is repeated in the relative clause.



Relative Clauses

21.4 Oral Exercises

Exercise 1: Integration Drill

Combine the two sentences, using relative clauses.

EXAMPLE: Teacher: Mi lukim man. Man ia hitim yu.
Student: Mi lukim man hem i hitim yu.

1. Desfala boe hem i baem enjin. Boe ia stap long stoa.
2. Wanfala olo man garem bakua. Man ia i wearem kabilato.
3. Mi wande maritim mere ia. Mere ia i garem staka seleni.
4. Alan laek fo haerem motoka. Motoka ia i redfala.
5. Olketa i lukim sip. Sip ia i kapsaet long solwata.
6. Mak i faendem wanfala pusikat. Pusikat ia i wael wan.
7. Papa singaot go long pikinini. Pikinini ia i krangge.
8. Fren blong mi katem tri. Tri ia i stap long mamana haos.
9. Sif blong olketa i dae. Sif ia i olo tumas.
10. Patere ia i slip long rum. Rum garem staka rat.
11. Dokta hem i givim meresin long gele. Gele ia i waka long stoa.
12. Jope hem i faetem refri. Refri ia i raverave.

Exercise 2: Integration Drill

Combine the two sentences as you did in Exercise 1, using relative clauses.

EXAMPLE: Teacher: Enjin hem i stap long stoa.
Enjin ia mi baem.
Student: Enjin mi baem hem i stap long stoa.

1. Popo ia hem i barava raep fo gud. Yu tekem kam popo
2. Kokonat ia hem i garem staka frut. Maek hem i klaem ap kokonat.
3. Haos ia hem i olo tumas. Bili nao hem i wakem haos.
4. Bulumakao ia hem i dae. Man ia nao hem i kilim bulumakao.
5. Trake ia hem i bagarap. Trake ia mi draevem go long dren.
6. Olketa fis ia i stap long aesboks. Olketa fis ia boe nao kilim.
7. Hanwas i hang long wol. Hanwas ia mi peim astade.
8. Kokonat sela hem i stap long sospan. Sela ia Jo hem i mekem.
9. Gele ia hem i waka long ofis. Gele ia mi daedae long hem.
10. Samfala tisa olketa i ranem bisnis. Olketa tisa ia hedmasta no laekem.
11. Redfala kanu ia i karem siks pipol. Kanu ia bos blong mi nao onem.
12. Bia hem i long glas ia. Bia ia mi nao kapsaetem go.

Relative Clauses

Exercise 3: Integration Drill

Combine the two sentences as you did in the previous two exercises, using relative clauses.

EXAMPLE: Teacher: Man ia hem i stap long stoa.
Mi givim mani long man ia.
Student: Man wea mi givim mani long hem
hem i stap long stoa.

1. Mi sendem leta go long tisa ia. Tisa ia hem i waka long Gizo.
2. Olo mere ia hem i no save wokabaot. Ben i wakem haos fo olo mere ia.
3. Fren blong mi lusim aks. Aks ia mi katem faewud weitim.
4. Man ia hem i kaikai long boten. Susana hem i waka weitim man ia long ofis.
5. Olketa i stap long sios. Jak i klinim haos blong olketa.
6. Pikinini ia hem i brekem stik. Stik ia Maek hem i plandem taro weitim.
7. Patere ia hem i slip. Sau hem i kukim kaikai fo patere ia.
8. Naef hem i barava sap. Naef ia mi waka long hem las astade.
9. Faea hem i bonem ples. Mi go long ples ia.
10. Sali hem i givim pigpig long man ia. Man ia hem i sif.
11. Boe ia hem i skul long Betikama. Boe ia mi plei weitim.
12. Jon hem i lukim olketa gaden. Ren hem i spoelem olketa gaden.

Exercise 4: Question/Answer Drill

Answer the following questions using relative clauses.

1. Watkaen plei nao yu laek fo duim?
2. Wanem nao yu wande sendem long fren blong yu long Krismas?
3. Watkaen ples yu laek fo go visitim long neks yia?
4. Wanem yu wande kaikaim bifoa yu rere fo ran long wanfala resis?
5. Watkaen samting yu laek fo waka weitim taem yu brasem gaden blong yu?
6. Wanem nao yu save tok abaotem taem yu stori long olketa fren blong yu?
7. Watkaen singsing nao yu laek fo herem?
8. Wanem nao tingting blong yu long Pijin, hem i gud langwis o nomoa?
9. Watkaen haos yu laek fo stap long hem?
10. Wanem yu save lusim plande seleni long hem?
11. Watkaen kaliko yu laek fo wearem taem yu go long wanfala pati?
12. Wanem nao yu wandem tisa blong yu fo duim sapos hem i talem samting yu no herem gudfala?

Relative Clauses

21.5 Written Exercises

Exercise 1: Translation Exercise

1. My father saw a woman who had only one arm.
2. Yesterday they went to see the spot where the bomb was dropped.
3. The man who took my axe the day before yesterday was sixty years old.
4. The workman couldn't find the spade he had been working with before.
5. The girl who used to work for Kaimanisi was murdered this morning.
6. Gloria sent a letter to her friends in America.
7. The boy whose mother has been living with us went to Fiji.
8. The man whose house I looked after when he was on vacation worked in that office.
9. Three days ago the bridge which was built over the river was destroyed by the floods.
10. The priest whom I gave the traditional shell money to thanked me.
11. The company for which they have been working was an American company.
12. The tools with which the workmen dug the drain were sold yesterday.

Exercise 2: Integration Drill

Write out the answers for Oral Exercise 3.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.
11. _____.
12. _____.

EMBEDDED STATEMENTS AND QUESTIONS

Lesson Twenty-Two

22.1 Embedded Statements

Observe how the sentences 1 and 2 are combined in 3.

1.	Mi talem samting long hem.	'I told him something.'
2.	Bili hem i stap long Kukum.	'Billy lives in Kukum.'
3.	Mi talem hem dat Bili hem i stap long Kukum.	'I told him that Billy lives in Kukum.'

Some verbs in Pijin can take dat* + SENTENCE as an object instead of a simple noun phrase.

> NOTE: *There are many areas in the Solomons where dat is not used. Speakers who don't use dat will say the two clauses with an intonation that suggests that they are two independent sentences, or use a word borrowed from a local language.

22.2 Embedded Questions

Next, compare the following three sentences with each other and with sentences 1, 2, and 3.

4.	Hem i askem samting.	'He asked something.'
5.	Wataem nao bae yumi go fising?	'When are we going to go fishing?'
6.	Hem i askem wataem bae yumi go fising.	'He asked when we are going to go fishing.'

Some verbs in Pijin can take a question as their object instead of a simple noun phrase. The result is an indirect question.

22.3 Alternative-Type Questions -- 'If/Whether

Now notice how an embedded alternative-type question in Pijin is translated into English.

7.	Yu mas bonem hea blong pigpig o nomoa, olketa i no talem mi.	'They didn't tell me whether you have to singe the pig's hair or not.'

Some verbs can take an embedded alternative-type question as their objects. In sentences of this kind, the question often occurs at the beginning of the sentence. They are translated into English with 'if' or 'whether'.

Verbs which take the types of constructions described in this lesson include:

ansarem	'answer'
askem	'ask'
herem	'hear'
heremsave	'perceive, recognize'
lanem	'learn'
lukim	'see'
luksave	'recognize, know by sight'
minim	'understand'
save	'know, understand'
soem	'show'
talem	'tell'

Embedded Statements and Questions

22.4 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Mi save wanem yu talem.

1. aokem hem
2. fogetem
3. herem
4. save finis
5. lanem
6. ridim
7. raetem
8. lukim
9. tingim
10. faloem
11. sensem
12. laekem

Exercise 2: Double-Slot Substituion Drill

Mi save wanem yu talem.

1. askem hem
2. hu nao i stap longwe
3. talem hem
4. nem blong boten ia
5. save finis
6. langwis blong olketa
7. lanem
8. hao fo tek kea long enjin
9. soem hem
10. wei fo yusim puli
11. luksave
12. taem fo go fising

Exercise 3: Utterance/Response Drill

Respond to the questions using no save.

EXAMPLE: Teacher: Wanem nao hem i baem?
Student: Mi no save wanem hem i baem.

1. Wataem nao hem i go?
2. Wanem nao praes blong wan paon gol long maket?
3. Haomas pipol stap long Niu Gini destaem?
4. Wanem nao Honiara i minim?
5. Haomas mael nao laet hem i save gogo long wan minit?
6. Watkaen samting hem i mekem san i hot tumas?
7. Wanem nao mekem lif blong olketa tri i grin?
8. Watkaen kandere hem ris winim evriwan?
9. Hu nao nem blong mektri King blong Hawaii?
10. Wanem nao namba blong pigpig i stap long Solomon?
11. Haomas nao wesis blong Praem Minista long wan mans?
12. Wanem nao mekem win?

Embedded Statements and Questions

Exercise 4: Integration Drill

Combine the following sentences.

EXAMPLE: Teacher: Hu nao i stap longwe? Mi askem hem.
Student: Mi askem hem hu hem i stap longwe.

1. Wanem nao Gloria hem i herem? Sau hem i askem Gloria.
2. Watkaen samting pikinini ia i lukim. Jo askem Pita.
3. Hu nao talem hem desfala stori? Maek no save.
4. Fred hem i save finis long singsing ia. Mi heremsave.
5. Hu nao brekem lo blong gavman? Hem i askem mi.
6. Mi lanem Pijin longtaem nao. Rut ansarem tisa.
7. Samting ia hem i nogud fo kaikaim. Jak hem i luksave.
8. Deswan nao piksa blong hem. Mere ia hem i soem long pulisman.
9. Olketa mas no kam hom tude. Susana talem hasban blong hem.
10. Kokorako ia hem i stap antap tri. Kupe hem i talem mi.
11. Deskaen mi save duim. Jon ansarem bos blong hem.
12. Deswan i voes blong dadi blong mi. Helen hem i heremsave.

Exercise 5: Question/Answer Drill

1. Yu heremsave wanem tisa hem i talem o nomoa?
2. Waswe, yu lukim kandora finis o nomoa yet?
3. Yu luksave long kokonat hem i gud fo dringim?
4. Waswe, yu save ridim Pijin o nomoa?
5. Wanem nao yu lanem long klas astade?
6. Watkaen nius yu herem long redio las naet?

Embedded Statements and Questions

22.5 Written Exercises

Exercise 1: Translation Exercise

Translate the following sentences into Pijin.

1. The boss didn't tell me whether you'd finished planting or not.

2. They don't know whether Joe has married Jinny or Caroline.

3. Ask your father if the pig is finished.

4. I didn't ask them if they smoke.

5. Do you know if they were able to meet?

6. Do you know if there is fresh water in the village?

7. They asked the teacher whether school was finished.

8. We don't know how old the children are.

9. She didn't hear whether they said 'yes' or 'no'.

10. She didn't hear whether they were speaking Are'are or Arosi.

Exercise 2: Fill in the Blank

Fill in the blanks using wanem, hu, wataem, etc.

1. Mi no save _____ nao hem i go long taon.
2. Yu save herem _____ hem i talem?
3. Jo hem i askem mi _____ yia nao mi stap long Solomon.
4. Yu save _____ kokonat nao hem i gud fo kaikaim?
5. Astade mifala lanem _____ nao yu save haskem kokonat.
6. Rut hem i no save _____ fis nao deswan.
7. Samfala pikinini no heremsave _____ tisa hem i talem.
8. Jon hem i askem mi _____ nao brekem glas ia.
9. _____ nao yu duim, Robet hem i askem.
10. _____ lif nao gud fo wakem lif haos, yu save o nomoa?

TIME CLAUSES

Lesson Twenty-Three

23.1 Taem Phrases to Introduce Time Clauses

Notice the similarties and differences between the following two sequences of sentences.

1.	Mere hem i rereem kaikai an pikinini hem i slip.	'The mother prepared the food and the child slept.'
2.	Long taem mere hem i rereem kaikai, pikinini hem i slip.	'While the mother prepared the food, the child slept.'

Sentence 1 is a compound sentence -- two simple sentences joined by an. Sentence 2 contains a time clause introduced by long taem which tells when one action occurs in relation to the other (in this case, at the same time). The long in sentence 2 is optional.

In Pijin, there are many phrases with taem used to introduce time clauses. Their position in the sentence is the same as that of long taem in sentence 2 above, i.e., usually at the beginning of the sentence. Some of these phrases are:

Stret long taem	'as soon as, just when'
Bihaen ((long) taem)*	'after'
Bifoa ((long) taem)*	'before'
(Long) enitaem	'whenever, at whatever time'
(Long) evritaem	'whenever, every time'
(Long) olketa taem	'whenever, every time'
Oltaem	'all the time, always'
(Long) taem	'when, while'

*See footnote on next page.

Now compare the use of bihaen in sentence 4 with the use of finis in sentence 3.

3.	Astade mifala i go fising long sanbis. Finis, mifala tekem fis go long hom.	'Yesterday we went fishing at the beach. Then we took the fish home.'
4.	Astade mifala i go fising long sanbis. Bihaen, mifala tekem fis go long hom.	'Yesterday we went fishing at the beach. Afterwards, we took the fish home.'

It was said in Lesson 11 that finis in sentences like 3 above can be thought of as a shortened form of:

Mifala i go fising long sanbis finis, ...

The same can be claimed of bihaen in sentence 4. It means:

Bihaen mifala go fising long sanbis, ...

and is translated as 'afterwards'.

NOTE: *The use of parentheses here means that elements within them are optional. The double parentheses should be read as follows:

Long is optional in the phrase Bihaen long taem, yielding bihaen taem. Taem is optional in the phrase bihaen taem, yielding bihaen.

The following sequence would not be grammatical: *Bihaen long mifala go fising...

Time Clauses

23.2 Go Go Kasem -- 'Until'

Look at the use of go go kasem in the following sentences.

5.	Bae yu stap long hia go go kasem taem dadi blong yu i kam.	'You will stay here until your father comes.'
6.	Bae mi stap long Solomon go go kasem namba ten long Mei.	'I'll stay in the Solomons until the tenth of May.'
7.	Rod ia hem i go go kasem Lambi Bei.	'The road extends as far as Lambi Bay.'

Go go kasem is used to convey the idea of 'until', 'up to', or 'as far as'. It can be followed by a time clause, as in 5, by a time phrase, as in 6, or even a location phrase, as in 7. These phrases and clauses usually occur at the end of the sentence.

23.2 Oral Exercises

Exercise 1: Single-Slot Substitution Drill

Long taem mere ia hem i kukim supsup, pikinini hem i slip.

1. bihaen long taem
2. long enitaem
3. oltaem
4. bifoa taem
5. stret long taem
6. bihaen taem
7. bifoa long taem
8. enitaem
9. long evritaem
10. bifoa
11. bihaen
12. taem

Exercise 2: Single-Slot Substitution Drill

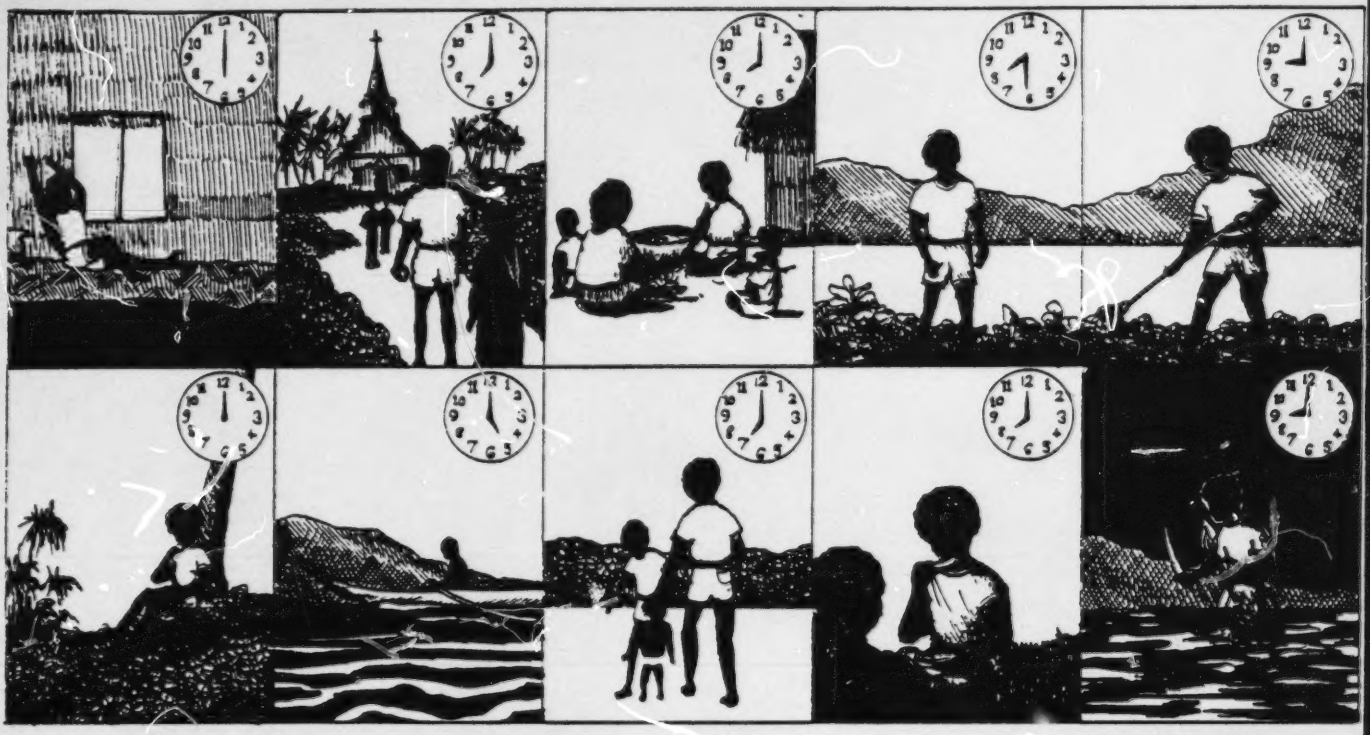
Olketa i no kam baek go go kasem Wenesde.

1. neks tumora
2. mone
3. Tosde
4. namba wan long Mas
5. las astade
6. Sarere
7. tudak
8. Tiusde
9. namba tu long Jun
10. sapa
11. melewan dei
12. Fraede

Exercise 3: Double-Slot Substitution Drill

Mi stori weitim fren go go kasem taem olketa i stat waka.

1. Mi lukaotem bus naef
2. olketa i korongisim kaikai
3. Mi raetem leta
4. Mi plei futbol
5. olketa i kaikai finis
6. olketa i klinim haos blong tisa
7. Mi brumim kisin
8. olketa i krasem kokonat finis
9. Mi lukaotem pikinini
10. olketa i wasem kanu kam
11. olketa i wakem gaden finis
12. Mi go fising



Time Clauses

Exercise 4: Chart Pattern Practice

Make sentences about the pictures in the chart using bifoa (long) taem.

EXAMPLE: Bifoa taem Bili hem i kaikai, hem i go long sios.

Exercise 5: Chart Pattern Practice

Make sentences about the pictures in the chart using bihaen (long) taem.

EXAMPLE: Bihaen long taem Bili go long sios, hem i kaikai weitim famili blong hem.

Exercise 6: Chart Pattern Practice

Make sentences about the pictures in the chart using go go kasem.

EXAMPLE: Bili hem i go long sios go go kasem taem hem i kaikai weitim famili blong hem.

Exercise 8: Integration Drill

Combine the sentences using (long) taem, bihaen (long) taem, bifoa (long) taem, long enitaem, long evritaem, or oltaem.

EXAMPLE: Teacher: Fastaem mi wasem kaliko. Bihaen mi aeanem olketa.
Student: Bihaen taem mi wasem kaliko, mi aeanem olketa.

1. Fastaem mi wasem kaliko. Bihaen mi aeanem olketa
2. Kaimanisi hem i go fising. Pikinini blong hem i go waka long gaden.
3. Hem i plei futbol. Hem i wearem but.
4. Sau an Gloria tufala i go long kastom haos. Tufala i askem sif fastaem.
5. Olketa i stap long solwata. Big win hem i kasem olketa.
6. Olo man ia hem i kaikaim bitalnat. Hem i singsing tu.
7. Waef blong Jo hem i lusim kam haos. Hem i lokem doa.
8. Patere ia hem i go long sios fastaem. Bihaen hem i go long sikarap fo lukaotem kaikai.
9. Franses hem i ridim buk. Hem i wearem glas.
10. Brata blong yu save giv seleni long yu. Yu mas askem hem fastaem.
11. Desfala mere hem i dringim ti. Hem i putim staka suga long ti blong hem.
12. Mami blong Jak hem korongisim kandora. Olketa dogi i kaikaim nomoa korongis.

Time Clauses

Exercise 9: Question/Answer Drill

1. Long taem yu wek ap long mone, wanem nao yu duim fastaem?
2. Watkaen samting nao yu duim oltaem bihaen yu kaikai finis?
3. Waswe yu laek fo kasem waka blong yu stret long taem?
4. Yu save go long beng long enitaem o nomoa?
5. Bihaen long taem yu skul finis tumora bae yu gogo long wea moa?
6. Taem yu lusim kam kandere blong yu, yu sore lelebet o nomoa?
7. Bifoa long taem yu smol yet, watkaen plei nao yu save duim olowe?
8. Wanem nao tingting blong yu evritaem yu flae long eaplen?
9. Waswe, yu save fraet long olketa sak long taem yu go swim long solwata o nomoa?
10. Tisa blong yu hem i kasem klasrum stret long taem o nomoa?
11. Watkaen samting yu laek fo dringim oltaem yu go kaikai long hotel?
12. Bihaen yu waka finis long Pis Kop, bae yu go waka long wea moa?

23.4 Written Exercises

Exercise 1: Completion Exercise

Complete the following sentences in any way you wish.

1. Long taem Kaimanisi hem i _____, waef blong hem hem i _____.
2. Bihaen long taem mamula hem i _____ finis, hem i _____.
3. Stret long taem sif hem i kam long vilij, olketa pipol _____ _____.
4. Pikinini blong man ia oltaem _____ _____.
5. Evritaem tisa blong mifala _____ _____.
6. Bifoa long taem olo mere ia hem i stap long desfala ples, _____ _____.
7. Bihaen hem i lusim kam haos blong tufala, _____ _____.
8. Yu kanduit salem bia long enitaem bikos _____ _____
9. Taem Jo hem i krasem kokonat finis, _____ _____.
10. Bifoa Rut hem i maritim dokta ia, _____ _____.
11. Long evritaem dogi blong Patere ia hem i singaot, _____ _____.
12. Long enitaem yu garem soa leg an baek, yu mas _____ _____.

Time Clauses

Exercise 2: Chart Pattern Practice

Write at least twelve sentences based on the pictures in the picture chart in this lesson. Use each of the following phrases twice.

(long) taem	bihaen (long) taem
bifoa (long) taem	long enitaem
long evritaem	oltaem

1. _____

_____.

2. _____

_____.

3. _____

_____.

4. _____

_____.

5. _____

_____.

6. _____

_____.

7. _____.

_____.

Time Clauses

8. _____
_____.

9. _____
_____.

10. _____
_____.

11. _____
_____.

12. _____
_____.

CONDITIONAL CLAUSES

Lesson Twenty-Four

24.1 Sapos -- 'If'

Study how the sentences in 1 are combined in 2.

1.	Sau hem i kam. Bae mi askem hem.	'Sau will come.' 'I will ask her.'
2.	Sapos Sau hem i kam, oraet bae mi askem hem.	'If Sau comes, I will ask her.'

In Pijin, sapos is used to introduce the subordinate conditional clause and this clause is often connected to the main clause by oraet. The conditional clause generally occurs first in the sentence.

24.2 Nomata -- 'Even if/Although'

Now compare the sentences above with sentence 3.

3.	Nomata Sau hem i kam bae mi no askem hem.	'Even if Sau comes, I won't ask her.'

Nomata, like sapos, is used to introduce a subordinate clause. It conveys the meaning of 'even if', 'although', 'nevertheless', 'regardless'. Like clauses introduced by sapos, clauses introduced by nomata usually occur first in the sentence.

Nomata can also be used for comparisons, as in the following sentence:

4.	Nomata Honiara hem i big, Tulagi hem i smol.	'Compared to Honiara, Tulagi is small.'

24.3 Oral Exercises

Exercise 1: Single-slot Substitution Drill

Sapos hem i kam, oraet bae mi askem hem.

1. talem
2. raosem
3. lukim
4. fidim
5. spoelem
6. mitim
7. weitim
8. tisim
9. peim
10. soem
11. sutim
12. maritim

Exercise 2: Multiple-slot Substitution Drill

Sapos boe ia hem i kam, oraet bae mi askem hem.

1. tok long
2. olketa wakaman
3. peim
4. tufala tisa ia
5. talem
6. pikinini ia
7. wipim
8. krangge gele ia
9. raosem
10. Pita an Jo
11. soem
12. bos blong mi

Exercise 3: Integration Drill

Combine the two sentences, using sapos ... oraet.

EXAMPLE: Teacher: Yu go fastaem. Den mifala kam bihaen.
Student: Sapos yu go fastaem, baebae mifala kam bihaen.

1. Yufala go long sip. Sau baebae kam long plen.
2. Gloria korongisim taro an yam. Maek go fising.
3. Fred hem i baem fislaen. Fren blong hem i baem huk.
4. Hem wearem red sote. Mi havem blu long kwi.
5. Olketa i waka weitim aks. Mifala waka long naef.
6. Dadi blong Jon hem i dringim bia. Jon hem i dringim waen.
7. Yutufala go wokabaot. Bili baebae hem i waka long ofis.
8. Yu kaikaim kokorako. Mi kaikiam bulumakao.
9. Brata blong hem i go skul. Sista blong hem i stap long haos.
10. Mere ia i babule. Hem mas no waka had.
11. Man ia hem i sik. Hem mas go lukim dokta.
12. Tome draevem motoka. Jak draevem trake.

Conditional Clauses

Exercise 4: Question/Answer Drill

1. Sapos bas hem i no kam long mone, hao nao bae yu go long waka blong yu?
2. Sapos haos blong yu hem i bone, wanem bae yu duim?
3. Watkaen kaliko bae yu wearem sapos yu go long sios?
4. Sapos yu go long boten, watkaen kaikai bae yu baem?
5. Wanem bae yu duim sapos yu garem staka seleni?
6. Sapos enjin blong yu hem i fol daon long solwata, hao nao bae yu fiksim?
7. Hu nao yu save askem sapos yu wande visitim krangge jel?
8. Watkaen ples yu go long hem sapos yu laek fo sendem leta?
9. Wanem bae yu tingim sapos yu lukim olo man hem i sik?
10. Sapos yu go long Saena, watkaen ples yu laek visitim?
11. Watkaen samting bae yu salem sapos yu garem stoa?
12. Sapos yu lusim Merika long plen, haomas aoa nao bae tekem yu bifoa yu kasem Solomon?

Exercise 5: Multiple-slot Substitution Drill

Nomata mi kaikaim, bae mi hanggre.

1. sik
2. nila finis
3. taed
4. spel lelebet
5. sotwin
6. sidaon
7. tol winim yu
8. aotem but
9. save wokabaot long sikarap
10. no wearem long kwi
11. save go kaikai long Mendona
12. bus kanaka

Exercise 6: Integration Drill

Combine the two sentences using nomata.

EXAMPLE: Teacher: Mi dringim fofala bia. Mi kanduit spak.
Student: Nomata mi dringim fofala bia, mi kanduit spak.

1. Rut dringim staka kofi. Hem save slip kwiktaem nomoa.
2. Man ia i ran ten mael. Hem i no save taed.
3. Robet garem wanfala han nomoa. Hem i save klaem ap kokonat.
4. Tisa ia hem i raosem pikinini. Pikinini ia kanduit krae.
5. Ston ia hem i hevi tumas. Jope save karem.
6. Desfala buk hem i bigfala. Mi save ridim long wan dei.
7. Fren blong mi hem i from Merika. Hem i save toktok long Pijin.
8. Boe ia hem i Solomon boe. Hem i kanduit duim kastom dans.
9. Tri ia hem i bigfala fo gud. Olo man ia i save katem long smol aks ia.
10. Tufala man ia i save tok Ingglis. Tufala i kanduit raetem.
11. Waef blong hem i fat fo gud. Hem i save jam winim 5 fit.
12. Mere ia hem i olo tumas. Hem i maritim wanfala boe nomoa.

Exercise 7: Spontaneous Pattern Practice Drill

Complete the sentence that the teacher gives you.

EXAMPLE: Teacher: Nomata mi no garem plande seleni ...
Student: Nomata mi no garem plande seleni, bae mi save go dring long pablik ba.

1. Nomata mi olo tumas ...
2. Sapos haos blong yu hem i nogud ...
3. Nomata dadi blong mi no skul gud ...
4. Sapos sip hem i kapsaet ...
5. Nomata yu save singsing tumas ...
6. Sapos pikinini blong yu hem i garem bele ran ...
7. Nomata fren blong mi hem tulet kam ...
8. Sapos yu lusim plande seleni ...
9. Nomata man ia hem i blaen ...
10. Sapos waef blong hem i babule ...
11. Nomata Robet hem i stap long gud waka ...
12. Sapos hasban blong Helen hem i dae ...

Conditional Clauses

24.4 Written Exercises

Exercise 1: Scrambled Sentences

Rearrange the following to make complete and sensible sentences.

1. mi, motoka, nomata, mi, draevam, olo, save

2. fren, sapos, blong, hem, Josep, i, no, sik, hem, save, ofis, i, waka, long

3. no, nomata, wearem, Franses, but, kaikai, Mendana, long, hem, i

4. babule, waef, hem, blong, i, sapos, hem, mas, no, had, waka

5. blaen, ia, man, nomata, hem, i, i, hem, save, wokabaot, seleva

6. kam, i, sapos, hem, oraet, hem, mi, bae, talem, hem

7. aotem, nomata, mi, bae, tol, yu, winim, bat, mi

8. boe, ia, sapos, hem, kam, i, bae, mi, hem, raosem

9. spel, nomata, Jo, i, hem, lelebet, bae, hem, i, sotwin

10. kam, sapos, Maek, i, hem, bae, soem, mi

11. pigpig, mifala, nomata, fidim, ia, hem, save, no, big, kwiktaem

12. krangge, gele, ia, sapos, go, hem, i, bae, mi, go, kanduit

Exercise 2: Translation

1. Regardless of the fact that he is ill, he can run around the playground three times.

2. If Joe goes, I'll stay.

3. Although I am too old, I can still work in the garden.

4. My friend will come to see us even if it rains.

5. Despite the fact that the river is flooding, they can cross it.

6. The priest is very busy; nevertheless he will attend the church service.

7. It doesn't matter whether he can't read; I can still teach him how to speak the language.

8. In spite of the fact that his wife is hospitalized, he can still make it to the meeting.

9. Supposing my father goes tomorrow, my mother will leave the day after tomorrow.

10. If Jack uses the knives, they will use the spades.

11. No matter if the sea is rough, the ship will sail.

12. What will you eat, supposing I eat chicken?

APPENDIX A

Personal Pronouns

PIJIN	REFERS TO:	ENGLISH
mi	the speaker	'I, me'
yu	the one person spoken to	'you'
hem	the one person or thing spoken about	'he, him, she, her, it'
mitufala	the speaker and the one person with him/her but not the person spoken to	'we, us (2, exclusive)'
yumitufala	the speaker and the one person spoken to	'we, us (2, inclusive)'
yutufala	the two persons spoken to	'you (2)'
tufala	the two persons or things spoken about	'they, them'
mifala	the speaker and the person with him/her, but not the person(s) spoken to	'we, us (3+ exclusive)'
yumi	the speaker and the persons spoken to	'we, us (3+ inclusive)'
yufala	the persons spoken to	'you'
olketa	the persons or things spoken about	'they, them (3+)'

APPENDIX B

Indefinite Pronouns

PIJIN	ENGLISH
samfala samting	'something'
eni samting	'anything'
no eni samting	'nothing'
evri samting	'everything'
samwan	'someone, somebody'
eniwan	'anyone, anybody'
no eniwan	'no one, nobody'
evriwan	'everyone, everybody, all of them'
samkaen	'some kind of'
enikaen	'any kind of'
no enikaen	'no kind of'
evrikaen	'every kind of'
samwea	'somewhere'
eniples	'anywhere'
no/nating ... eniples	'nowhere'
evriwea	'everywhere, anywhere'
samtaem/samfala taem	'sometimes'
enitaem	'anytime'
no/nating ... enitaem	'never'
evritaem	'everytime'

APPENDIX C

Interrogative Words

PIJIN	ENGLISH	EXAMPLE
wanem	'what'	Wanem nao yu kaikai long mone? 'What did you eat this morning?'
		Las astade yu duim wanem? 'What did you do the day before yesterday?'
wea	'where'	Wea nao ples blong you? 'Where's your hometown?'
		Jon hem i gogo wea? Where did John go?
wataem	'when'	Wataem nao bae you kam baek? 'When will you come back?'
		Bae yu waka finis long wataem? 'When will you finish working?'
hu	'who, whose'	Hu nao sif long ples blong yu? 'Who is the chief in your hometown?'
		Hanwas ia blong hu? 'Whose watch is this?'
watkaen	'what kind of'	Watkaen samting nao yu wakem? 'What kind of thing are you making?'
		Yu save kam long hia long watkaen trak? 'What kind of vehicle did you come in?'
hao	'how'	Hao nao yu rereem pigpig fo umu? 'How do you prepare a pig for an umu?'
waswe	'why'	Waswe you no waka go kasem sapa? 'Why didn't you work until evening?'
haomas*	'How much, how many'	Haomas pipol nao i stap long ples blong yu? 'How many people live in your village?'

*Also haomeni for 'how many' for some speakers.

APPENDIX D

Some Time Markers

PIJIN	INDICATES	EXAMPLE
agen	repeated action	Olketa i mas wakem haos agen. 'They must rebuild their houses.'
bae(bae)	future action	Bae sip hem i kasem Gizo long mone. 'The ship will arrive at Gizo in the morning.'
bin	past action	Hem i bin wakem haos long sikarap. 'He built a house in the bush.'
destaem	present action	Destaem yumi stori long Pijin. 'Now let's talk in Pijin!'
finis	completed action	Hem i wakem haos finis. 'He's finished building the house.'
gohed fo	continuous action	Olketa i gohed fo kaikai. 'They continued eating.'
jes	recent past action	Hem i jes go long taon. 'She has just gone to town.'
kolsap	impending action	Sip hem i kolsap kasem Gizo nao. 'The ship is about to arrive at Gizo.'
moa	repeated action	Bae olketa i mas waka moa. 'They will have to work again.'
stat fo	beginning action	Olketa i stat fo rereem pigpig noa. 'They have begun to prepare the pig.'
yet	action continuous to present	Pikinini hem i slip yet. 'The child is still sleeping.'

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